# Contents

## Appendix 1. North Dakota Demographics

| Population | ND | US |
|---|---|---|
| Total population | 756,927 | 321,418,820 |
| Population per square mile | 9.7 | 87.4[1] |
| Persons aged birth to 4 years, percent | 31.0% | 27.0% |
| Persons under 18 years, percent | 23.0% | 23.0% |
| **Race and Ethnicity (children under 18 years old)** | **ND** | **US** |
| White alone, percent | 78.0% | 52.0% |
| Black or African American alone, percent | 3.0% | 14.0% |
| American Indian and Alaska Native alone, percent | 8.0% | 1.0% |
| Native Hawaiian and Other Pacific Islander alone, percent | <0.5% | <0.5% |
| Hispanic or Latino, percent | 6.0% | 25.0% |
| Multiracial, (non-Hispanic) percent | 4.0% | 4.0% |
| **Education and Literacy** | **ND** | **US** |
| Reading below proficiency (fourth grade) | 63.0% | 66.0% |
| Reading below proficiency (eighth grade) | 66.0% | 67.0% |
| Students with disabilities reading below proficiency (fourth grade) | 89.0% | 88.0% |
| Writing below proficiency (fourth grade) | 80.0% | 73.0% |
| Writing below proficiency (eighth grade) | 73.0% | 69.0% |
| College readiness rate[2] | 22.0% | 26.0% |

In 2016, 33% (n=37,928) of students were eligible for free and reduced lunch[2]. About 13% (n=14,426) of students between 3 and 21 were enrolled in special education, and almost 3% (n=3,140) of students were classified as LEP/ ELL students in 2016[3]. In the 2016-2017 school year, 71% percent (n=265) of schools received Title 1 funding[4]. About 66% (n=117) of school districts were identified as Title I Program Improvement Districts in the 2015-2016 school year[5]. In 2015, 63% of fourth graders and 66% of eighth graders scored below proficient in reading[6].

[1] https://www.census.gov/2010census/data/apportionment-dens-text.php
[2] https://nces.ed.gov/programs/stateprofiles/sresult.asp?mode=full&displaycat=1&s1=38
[3] https://nces.ed.gov/programs/stateprofiles/sresult.asp?mode=full&displaycat=1&s1=38
[4] https://www.nd.gov/dpi/uploads/1368/201617TitleISchools.pdf
[5] https://www.nd.gov/dpi/uploads/1285/PIdistricts.pdf
[6]http://datacenter.kidscount.org/data/tables/5117-eighth-grade-reading-achievement-levels?loc=36&loct=2#detailed/2/36/false/573,36,867,38,18/1185,1186,1187,1188/11573

## Appendix 2. NDSRCL Goals, Activities, Timeline, Budget, and Outcomes and Outputs

| | Goal | Activity | Timeline | Responsibility | Budget | Outcomes/Outputs |
|---|---|---|---|---|---|---|
| 1. | Prioritize serving Disadvantaged Children | Implement independent peer review process to prioritize selection of subgrantees with the highest % of disadvantaged children | Year 1: Q1, Q2 | NDDPI Grant Administration Team | State funding allocations are less than 5% with no less than 95% going to subgrantees | 1. % of Disadvantage kids in the LEA;<br>2. % of Disadvantaged kids served through this project |
| | | Require needs assessment at the local level to identify % of disadvantaged children | Year 1: Q1 | NDDPI Grant Administration Team | Included in the local budgets | Completion of a needs assessment |
| 2. | Prioritize comprehensive literacy instruction program alignment within the birth to age 3, 4- and 5-year-olds, and kindergarten to Grade 5 continuum | Implement independent peer review process to prioritize selection of subgrantees with intervention that are differentiated and appropriate. | Year 1: Q1, Q2 | NDDPI Grant Administration Team | 15% of subgrant funds will be allocated to services for children B-age 5; 40% from K-grade 5 and 40% for services to middle and high schools | % of subgrantees who service across the continuum |

| Goal | Activity | Timeline | Responsibility | Budget | Outcomes/Outputs |
|---|---|---|---|---|---|
| | PD, coaching, and TA to ensure differentiation of interventions and practices for children kindergarten through at least Grade 5 | Year 1: Q2, Q3, Q4 <br> Year 2: Q1 <br> Year 3: Q1 | 1. ND SRCLP Partner Implementation Team <br> 2. Subgrantee SRCLP Implementation Team | SEA budget: PD subcontractor is included in the budget at $207,000.00 (3-year total) MTSS State wide PD across 3 years is at $108,450.00 (4/1/2 days in Year 1, 4 days in year 2 and 3 ½ days in Year 3); Coaching/TA is included in subgrantee budgets- 2 coaching events a month (5 for larger applicants) for 7 months a year | 1. # of PD/coaching/TA events for Birth-K; <br> 2. # of PD/coaching/TA events for K-Grade 5; <br> 3. # of PD/coaching/TA events for middle/high school |
| | PD, coaching, and TA to ensure differentiation of interventions and practices for children birth through age 5 | Year 1: Q2, Q3, Q4 <br> Year 2: Q1 <br> Year 3: Q1 | 1. ND SRCLP Partner Implementation Team <br> 2. Subgrantee SRCLP Implementation Team | 15% of subgrant funds will be allocated to services for children B-age 5; SEA budget: PD subcontractor is included in the budget at $207,000.00 (3-year total) MTSS State wide PD across 3 years is at $108,450.00 (4/1/2 days in Year 1, 4 days in year 2 and 3 ½ days in Year 3); Coaching/TA is included in subgrantee budgets- 2 coaching events | 1. # of PD/coaching/TA events for Birth-K; <br> 2. # of PD/coaching/TA events for K-Grade 5; <br> 3. # of PD/coaching/TA events for middle/high school |

| | Goal | Activity | Timeline | Responsibility | Budget | Outcomes/Outputs |
|---|---|---|---|---|---|---|
| | | | | | a month (5 for larger applicants) for 7 months a year<br>Local budgets include these costs – see Appendix 16 for details | |
| 3. | Implement high-quality comprehensive literacy instruction programs supported by moderate evidence or strong evidence | Undertake independent peer review process to prioritize subgrantees with literacy programs supported by moderate or strong evidence | Year 1: Q1, Q2 | 1. NDDPI Grant Administration Team<br>2. ND SRCLP State Partner Implementation Team | Grant reviewers will receive a stipend, total allocated $4,500 in Year 1 | # of subgrantees chosen |
| | | PD regarding moderate or strong evidence interventions | Year 1: Q1, Q2 | | Statewide NDSRCL Grant Writing Workshops-4 workshops $2,912.80; Writing your SRCL Grant Webinar Series | # of PD events #of staff attended |
| | | Track implementation of essential model components/fidelity of implementation. | Year 1: Q3, Q4<br>Year 2<br>Year 3 | | Local budgets include these costs – see Appendix 16 for details | 1. Fidelity data<br>2. Outputs/outcomes from Exhibit 2 |

| | Goal | Activity | Timeline | Responsibility | Budget | Outcomes/Outputs |
|---|---|---|---|---|---|---|
| 4. | Implement the ND Comprehensive Literacy Plan | Require alignment of ND State Literacy Plan to LEA literacy plans in subgrantee applications | Year 1 Year 2 Year 3 | 1. NDDPI Grant Administration Team 2. ND SRCLP Partner Implementation Team | Statewide NDSRCL Grant Writing Workshops-4 workshops $2,912.80; Writing your SRCL Grant Webinar Series; Implementation Team is at .05 FTE a year to support this work | # of subgrantees with local literacy plan aligned to state plan |
| | | Require needs assessment at the subgrantee level | Year 1 Year 2 Year 3 | 3. NDDPI Grant Administration Team 4. ND SRCLP Implementation Team | Local budgets include these costs – see Appendix 16 for details; local needs info is also included into the application protocols | Completion of the local literacy needs assessment |
| | | Require the development and annual updates of the local Literacy Plans for all subgrantees | Year 1: Q1 Year 2 Year 3 | 1. NDDPI Grant Administration Team 2. Local Subgrantee Implementation Team | Local budgets include these costs – see Appendix 16 for details | # of revisions per each local plan |
| | | Review & revise the State Literacy Plan | Year 1 Year 2 Year 3 | ND State Literacy Team | | # of revisions |
| | | ND state-wide literacy needs assessment | Year 1: Q2 | 1. NDDPI Grant Administration Team | $25,000 has been allocated as a subcontract | Completion of the state literacy needs assessment |

| | Goal | Activity | Timeline | Responsibility | Budget | Outcomes/Outputs |
|---|---|---|---|---|---|---|
| | | | | 2. ND SRCLP External evaluator | | |
| 5. | Implement a data-based decision-making process to collect, analyze, and use high-quality data in a timely manner to assess the effectiveness of the subgrantee grant goals. | Develop a process of QA and continuous improvement | Year 1: Q2-Q4 | | Support by personnel from SEA budget; Local budgets include these costs – see Appendix 16 for details | |
| | | PD to Local Literacy Teams on assessments, evaluation, monitoring/QA and continuous improvement | Year 1: Q3, Q4 Year 2: As needed | 1. NDDPI Grant Administration Team, 2. Local Literacy teams | SEA budget: PD subcontractor is included in the budget at $207,000.00 (3-year total) MTSS State wide PD across 3 years is at $108,450.00 (4/1/2 days in Year 1, 4 days in year 2 and 3 ½ days in Year 3); Coaching/TA is included in subgrantee budgets- 2 coaching events a month (5 for larger | # of PD events #of staff attended |

| Goal | Activity | Timeline | Responsibility | Budget | Outcomes/Outputs |
|---|---|---|---|---|---|
| | | | | applicants) for 7 months a year; 2 monitoring visits a year in Year 1, 4 in Years 2 and 3. | |
| | Provide Coaching that is based on monitoring, evaluations and other administrative data and outcomes | Year 1 Year 2 Year 3 | 1. NDDPI Grant Administration Team, 2. Coaching subcontractors | Coaching/TA is included in subgrantee budgets- 2 coaching events a month (5 for larger applicants) for 7 months a year; | 1. # of coaching events 2. #of staff attending 3. process information from the coaching log |
| | Implementation reports | Year 1: Q2, Q4 Year 2: Q2, Q4 Year 3: Q2, Q4 | 1. Local Literacy team, 2. ND SRCLP External evaluator | Local budgets include these costs – see Appendix 16 for details; External Evaluator is budgeted at $40,000 in Year 1 and at $30,000 in Years 2 and 3; | 1. Implementation report template developed 2. # of implementation reports submitted |
| | Database improvements to facilitate dashboards and process and outcome data reports in real time | Year 1: Q3, Q4 Year 2: As needed | 1. NDDPI Grant Administration Team, 2. Local Literacy teams | Project Administrator: Peg Wagner; Local budgets include these costs – see Appendix 16 for details | 1. Database improvements to facilitate dashboards 2. Process and outcome data reports in real time 3. Fidelity information 4. Outputs/outcomes from Exhibit 2 |

| | Goal | Activity | Timeline | Responsibility | Budget | Outcomes/Outputs |
|---|---|---|---|---|---|---|
| 6. | Provide technical assistance and professional development to support teachers | Provide PD to LEA Implementation Teams and teachers | Year 1 Year 2 Year 3 | 1. NDDPI Grant Administration Team, 2. PD subcontractor | PD subcontractor is included in the budget at $207,000.00 (3-year total) MTSS State wide PD across 3 years is at $108,450.00 (4/1/2 days in Year 1, 4 days in year 2 and 3 ½ days in Year 3); PD is a requirement for each subgrantee and is reflected in the local budgets as well | 1. # of PD events #of staff attended; 2. Outcome/outputs from the PD form |
| | | Implement quality assurance evaluation and monitoring for continuous improvement | Year 1 Year 2 Year 3 | 1. NDDPI Grant Administration Team, 2. ND SRCLP Evaluation Team | SEA budget- 2 visits in year 1; 4 in Years 2 and 3; Coaching/TA is included in subgrantee budgets- 2 coaching events a month (5 for larger applicants) for 7 months a year; | 1. # of QA events 2. #of staff attended; 3. Process info from the QA log |
| | | Ensure coaching is provided at the subgrantee level | Year 1 Year 2 Year 3 | 1. ND SRCLP Partner Implementation Team 2. Local SRCLP Implementation Teams | Coaching is included in subgrantee budgets- 2 coaching events a month (5 for larger applicants) for 7 months a year | 1. # of coaching events 2. #of staff attended 3. Process info from the coaching log |

| | Goal | Activity | Timeline | Responsibility | Budget | Outcomes/Outputs |
|---|---|---|---|---|---|---|
| | | Conduct site visits to each subgrantee | Year 1: Q2, Q3, Q4 Year 2 Year 3 | 1. ND SRCLP Partner Implementation Team 2. NDDPI Grant Administration Team | Site visits are in the state budget at $109,230.00 (3-year total)- 2 visits in Year 1 and 4 visits per subgrantee in Years 2 and 3 | Self-assessment form provides details on outcomes/outputs |
| | | PD provided to local Implementation Teams and teachers | Year 1 Year 2 Year 3 | ND SRCLP Partner Implementation Team | PD subcontractor is included in the budget at $207,000.00 (3-year total)- MTSS Statewide PD across 3 years is at $108,450.00 (4/1/2 days in Year 1, 4 days in year 2 and 3 ½ days in Year 3); PD is a requirement for each subgrantee and is reflected in the local budgets as well | 1. # of PD events 2. #of staff attended; 3. Outcome/outputs from the PD form |
| | | Hold SRCL Annual conference | Year 1 Year 2 Year 3 | ND SRCLP State Partner Implementation Team ND State Literacy Team | Cost is included in each subgrantee budget and in the state budget | 1. # of conferences 2. # of people attended |
| 7. | Improve literacy outcomes for | Finalize outcomes across the continuum | Year 1: Q2, Q3 | | | Approval of evaluation plans |

| Goal | Activity | Timeline | Responsibility | Budget | Outcomes/Outputs |
|---|---|---|---|---|---|
| SRCL participants | for each subgrantee and across grantees | | | | |
| | Monthly meetings to support LEAs to implement interventions aligned with ND State Literacy Plan | | | | Meeting Minutes form |
| | PD on effective language and literacy instruction. | | | 1. PD subcontractor is included in the budget at $207,000.00 (3-year total) <br> 2. PD is a requirement for each subgrantee and is reflected in the local budgets | 1. # of PD events <br> 2. #of staff attended <br> 3. Outcome/outputs from the PD form |
| | Train subgrantees to use state-level outcomes | Year 1: Q2, Q3 | NDDPI Grant Administration Team <br> ND SRCLP Evaluation Team <br> ND SRCLP External evaluator | Cost is included in each subgrantee budget | 1. # of PD events <br> 2. #of staff attended; Outcome/outputs from the PD form |
| | Subgrantees collect outcome data | Year 1: Q3, Q4 <br> Year 2 <br> Year 3 | Subgrantees | Cost is included in each subgrantee budget | Outcome data as specified in Exhibit 2 |

| | Goal | Activity | Timeline | Responsibility | Budget | Outcomes/Outputs |
|---|---|---|---|---|---|---|
| | | Subgrantee data provided to MAP, ESSA data system for analyses | Year 2 Year 3 | NDDPI Grant Administration Team, ND SRCLP Evaluation Team ND SRCLP External evaluator | Cost is included in each subgrantee budget | |
| | | Data analyses | Year 1: Q4 Year 2 Year 3 | ND SRCLP External independent evaluator, Literacy data coordinator at subgrantee level | State-level evaluation is in the budget at $100,000.00 (3-year total); Cost is included in each subgrantee budget | |
| | | Collect and analyze fidelity of implementation | Year 1: Q3, Q4 Year 2 Year 3 | ND SRCLP External independent evaluator Literacy data coordinator at subgrantee level | State-level evaluation is in the budget at $100,000.00 (3-year total); Cost is included in each subgrantee budget | |
| 8 | Evaluate efficacy and impact of local projects | RFP to select an external state level evaluator | Year 1: Q1, Q2 | NDDPI Grant Administration Team ND SRCLP Evaluation Team | SEA Project personnel | Contract signed with a State SRCLP External evaluator |

| Goal | Activity | Timeline | Responsibility | Budget | Outcomes/Outputs |
|---|---|---|---|---|---|
| | | | 1. ND SRCLP External evaluator | | |
| | Finalize state evaluation plan | Year 1: Q4 | 1. NDDPI Grant Administration Team<br>2. ND SRCLP Evaluation Team<br>3. ND SRCLP External evaluator | State-level evaluation is in the budget at $100,000.00 (3-year total) | Approval of the evaluation plan |
| | Subgrantees develop an evaluation plan to evaluate the efficacy and impact of their program | Year 1: Q3, Q4 | 1. ND SRCLP Evaluation Team<br>2. ND SRCLP External evaluator<br>3. Local SRCLP Implementation Teams | As a part of the application process | Approval of the evaluation plan |
| | Finalize outcomes to be used across all projects | Year 1: Q4 | 1. NDDPI Grant Administration Team,<br>2. ND SRCLP Evaluation Team | State-level evaluation is in the budget at $100,000.00 (3-year total); the cost is included in each subgrantee budget as well to support local evaluation | Approval of the evaluation plan |

| Goal | Activity | Timeline | Responsibility | Budget | Outcomes/Outputs |
|---|---|---|---|---|---|
| | | | 3. ND SRCLP External evaluator | | |
| | TA provided to LEA Implementation Teams to assist in reporting | Year 2: Q1 | 1. ND SRCLP Evaluation Team 2. ND SRCLP External evaluator | State budget: Project Administrator Peg Wagner (.5 FTE); | 1. # of TA events 2. #of staff attended; 3. Process info from the TA log |
| | Use of an aligned database portal as a "one stop" for continuous quality improvement | Year 1: Q3-Q4 | | State budget: Project Administrator Peg Wagner (.5 FTE); | STARS database is augmented to reflect SRCLP data requirements |
| | Annual reports | Year 1: Q4 Year 2: Q4 Year 3: Q4 | ND SRCLP External evaluator | Included in SEA and local budgets | Annual report is submitted on time |

## Appendix 3. ND SRCLP Teams

| Team | Anticipated Members | Identified Staff Members/Title | Role |
|---|---|---|---|
| 1. NDDPI Grant Administration Team | 1. Project Administrator<br>2. Project Coordinator<br>3. Administrative Assistant | 1. Peg Wagner<br>2. TBD<br>3. Jane Gratz | 1. To oversee implementation of the ND SRCL activities.<br>2. Work with the Office of Elementary & Secondary Education of the U.S. Department of Education |
| 2. NDDPI Implementation Team | Representatives from each of the following NDDPI units:<br>1. Academic Support<br>2. Title I Representative<br>3. Special Education<br>4. Early Childhood<br>5. Native American Education<br>6. EL Advisory Committee<br>7. Data Coordinator | 1. Ann Ellefson, Director, Academic Support<br>2. Stefanie Two-Crow, Director, Federal Title Programs<br>3. Mary McCarvel-O'Connor, Assistant Director, Special Education<br>4. Tara Fuhrer, Director, Office of Early Learning<br>5. Lucy Fredericks, Director, Indian/Multicultural Education<br>6. Lodee Arnold, Assistant Director, Indian/Multicultural Education | 1. To ensure statewide support & alignment & coordination across multiple programs & departments |
| 3. ND State Comprehensive Literacy Team | | 1. Pamela Beck, Associate Professor, University of ND<br>2. Vicki Held, Elementary Principal, North Star School District, Cando, ND<br>3. Brenda Nilson, Elementary Principal, Park River Public School, Park River, ND<br>4. Lisa Borden-King, Director, Office of Teacher Advisement | Update & improve ND Comprehensive Literacy Plan to address needs of children birth through Grade 12 |

| Team | Anticipated Members | Identified Staff Members/Title | Role |
|------|---------------------|-------------------------------|------|
| | | and Field Replacement, Minot State University<br>5. Heather Lee, Special Education Department, Minot State University<br>6. Tina Pletan, District Literacy Coordinator, Bismarck Public Schools<br>7. Leslee Thorpe, ECE Program Coordinator, Minot State University | |
| 4. NDSRCLP Implementation Team (each subgrantee will form one) | 1. Project Administrator<br>2. Literacy Data Coordinator<br>3. Early Childhood representative<br>4. Community partners/stakeholders | Determined locally | To implement ND SRCL activities at subgrantee level, each subgrantee will form an implementation team to manage grant activities. |
| 5. NDSRCLP Evaluation Team | 1. State-level Project Administrator<br>2. Local Literacy Data Coordinator one per subgrantee<br>3. External State-level independent evaluator | 1. Project Administrator<br>2. Local data coordinators will be determined by subgrantees<br>3. TBD via an RFP | 1. To develop & implement a coherent comprehensive evaluation plan.<br>2. Oversee data collection of the efficacy & impact of projects at the local level.<br>3. Assess fidelity of implementation & differentiation. |

## Appendix 4. North Dakota Literacy Plan

| Components | Activities: To ensure a coherent statewide approach to funding and effective implementation of literacy instruction for disadvantaged students. |
|---|---|
| 1. Leadership & Sustainability | The NDDPI Grant Administration Team and the State Partner Implementation Team will meet quarterly to review project data and progress toward grant goals. Analyses of data will determine further supports needed from each division. This collaborative effort will greatly enhance buy-in and a statewide approach to effectively implementing the NDSRCLP. Improvement of literacy instruction will be supported by PD for superintendents, principals, teachers, paraprofessionals, parents, and students and job-embedded support. New professional collaborations will also support literacy instruction. Collegial teams will integrate instructional leadership components related to literacy into existing collaborative processes. |
| 2. Instruction and Intervention | The NDDPI Grant Administration Team and the State Partner Implementation Team will meet quarterly with the NDDPI Statewide Divisions Team to ensure a coherent approach to funding and implementing effective literacy instruction for all students, especially disadvantaged students. Evidence-based strategies, a standards-aligned curriculum framework, 21$^{st}$ Century literacy skills including digital learning, and multi-tiered systems of support (MTSS) will improve literacy instruction and foster a learning environment that supports students' individual needs. |
| 3. Standards Alignment | The NDDPI Grant Administration Team and the NDDPI Implementation Team will meet quarterly to ensure that all NDSRCP funded schools have aligned materials and curricula to the ND Standards for English Language Arts and have incorporated their Action Plan into the State School Improvement Plan through AdvancED. Early childhood programs will align with the ND Early Learning Guidelines Birth-3 and Ages 3-5, Head Start Early Outcomes Framework, Pre-kindergarten Content Standards, and Early Language Development Standards. PD, assessments, and instruction will also be standards-aligned. |
| 4. Assessment and Evaluation | The NDDPI Grant Administration Team and the State Implementation Team will meet monthly to discuss the support needed for all funded schools and programs to effectively use the required NDDPI data systems. Summative assessment of learning will occur through ND State Assessment along with end-of-year, end-of-course, end-of-unit, and end-of-chapter assessments. Formative assessment for learning will occur |

| Components | Activities: To ensure a coherent statewide approach to funding and effective implementation of literacy instruction for disadvantaged students. |
|---|---|
| | through screening, curriculum-based and benchmark progress monitoring, and diagnostic assessments. The implementation team will work collaboratively and systematically with teachers to routinely guide instructional decisions to meet the learning needs of their students. ND schools will locally decide which assessments best evaluate their instructional practices and students. |
| 5. Professional Development | The NDDPI Grant Administration Team will meet with NDDPI State Partner Implementation Team (quarterly) and ND Statewide Literacy Team (twice a year) to ensure a collaborative and coherent approach to PD for educators who teach children from birth through Grade 12. Professional learning will be intensive, collaborative, job-embedded, and data driven. Educators will develop long-term professional learning plans using a back-mapping model composed of the following steps: (1) analyze student learning (e.g., assessments, teacher evaluations); (2) identify educator learning needs; (3) development improvement goals; (4) review research-based professional development interventions; (5) select intervention and plan implementation and evaluation; (6) implement, sustain, and evaluate professional development intervention. Professional learning communities such as a mentoring program, common planning time with other instructors, and tools for self-reflection, will further support PD. |
| 6. Family and Community Partnerships | The NDDPI Grant Administration Team and the NDDPI Implementation Team will meet quarterly to review program initiatives and data to ensure all stakeholders are collaborative partners in creating choice-ready students for the 21$^{st}$ Century. Family and community involvement will be promoted and sustained by using data to set priorities and focus strategies, providing relevant on-site professional development, building collaborations with community partners, using targeted outreach to focus on high-needs communities, schools, and students, building one-on-one relationships between families and educators that are linked to learning, setting, communicating and supporting high and rigorous expectations, addressing cultural differences, and connecting students to the community. |

## Appendix 5. Subgrantee Assessments Required for Evaluation

| | Grade Levels at Which Assessments May be Administered | | | | | | |
|---|---|---|---|---|---|---|---|
| | Grade | | | | | | |
| Assessment | birth-3 | Pre-K | K-3 | 4-6 | 7-8 | 9-10 | 11-12 |
| Creative Curriculum Teaching Strategies Gold Assessment | X | X | | | | | |
| Measure of Academic progress (MAP) Skills/NWEA https://www.nwea.org/map-skills/ | | | X | X | X | X | X |

All assessments will be completed 1 time a year in Year 1, 3 times a year in Years 2 and 3.

| Reliability and Validity of Assessment Tools |
|---|
| Measures of Academic Progress (MAP)[7]<br><br>    Reliability: All at or above .70. Mean marginal reliability estimate = .88.<br><br>    Validity: Concurrent Validity = .66 to .88 across all grades and content areas. Based on 2003 statewide assessments in Illinois, Indiana, Minnesota, Nevada, and Texas.<br><br>    https://www.nwea.org |
| Creative Curriculum Teaching Strategies Gold Assessment<br><br>    Reliability: All at or above .80.<br><br>    Validity: RMSEA = .066, a SRMR = .033, and a CFI = .931 (p<.001)<br><br>    https://teachingstrategies.com/wp-content/uploads/2017/03/GOLD-Tech-Summary-8-18-2011.pdf |

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[7] Northwest Evaluation Association (2004). Reliability and Validity Estimates: NWEA Achievement Level Tests and Measures of Academic Progress. Retrieved from
http://images.pcmac.org/Uploads/Jacksonville117/Jacksonville117/Sites/DocumentsCategories/Documents/Reliability_and_Validity_Estimates.pdf.

# Appendix 6. SRCL Subgrant RFP Requirements

| Requirement/Points | Description |
|---|---|
| 1. Eligibility – 10 points | Using the results of a needs assessment, the proposal must describe the criteria for eligibility as specified in the LEAs, ECPs, or LEAs partnering with ECPs Eligibility Section. Information provided must include demographics, achievement/proficiency data, local needs data regarding parents, students, programs, and/or community identified needs, and what proposed needs will be addressed. |
| 2. Need -10 points | Using the results of a literacy related local needs assessment, the proposal must demonstrate LEAs/ECPs gaps and needs including: <br> 1. The magnitude or severity of problems to be addressed by LEAs, ECPs, or LEAs partnering with ECPs supported by data. <br> 2. The extent to which these problems (gaps, barriers, or weaknesses) have been identified and will be addressed through the proposed literacy program across the continuum while servicing Disadvantaged Children. <br> Information provided must include needs assessment, Subgrantee Self-Assessment Form (see Appendix 9), demographics, achievement/proficiency data, local literacy needs data regarding parents, students, programs, and/or community, identified needs, and what proposed needs will be addressed. |
| 3. Capacity -10 points | LEAs, ECPs, or LEAs partnering with ECPs must demonstrate capacity for implementing its proposal including a strong leadership component, an on-site SRCL Implementation Team, a SRCL coach, Literacy Data Coordinator, Community Partner representatives and others as determined by subgrantee.  The proposal must describe the LEAs, ECPs, or LEAs partnering with ECPs: <br> 1. Management plan & key personnel including: <br>   a. The quality of LEAs, ECPs, or LEAs partnering with ECPs personnel including qualification, experience, & certifications of employees & the quality & experience of any external consultants. <br>   b. The roles & responsibilities of key personnel. <br>   c. The ability of management & key personnel to manage resources across sites & agencies. <br> 2. Ability to use Data Informed Decision Making (US Dept. of Education, 2009) including: <br>   a. Appropriate data systems, tools, & technical support for generating data (see Appendix 8) and establishing a continuous process of improvement and QA. <br>   b. Time for educators to engage in reflection, planning, assessment, and data analysis. <br> 3. Project procedures & supports including: <br>   a. A completion of the local literacy needs assessment <br>   b. A completion of the Subgrantee Self-assessment Form (Appendix 9). |

| Requirement/Points | Description |
|---|---|
| | c. A specific & comprehensive action plan describing all activities along with a timeline of implementation and personnel responsible for tasks.<br>d. A description of project procedures which will be developed to ensure full implementation with fidelity to the proposed program.<br>e. Any specific & unique supports available within the LEAs, ECPs, or LEAs partnering with ECPs to assist with implementation activities.<br>f. A description of monitoring activities to ensure educators have the necessary support, materials, and PD to ensure full implementation with fidelity to the proposed program. |
| 4. Project goals and objectives - 10 points | RFP applicants must clearly define:<br>1. The project goals & objectives and how they align with eight project goals of the NDSRCL.<br>2. Activities to be implemented that support each of the eight goals.<br>3. The alignment of the project to the ND Comprehensive State Literacy Plan as well as to the LEAs, ECPs, or LEAs partnering with ECPs local literacy plan. |
| 5. Literacy intervention - 10 points | Applicants must describe the comprehensive literacy instruction program supported by moderate or strong evidence where evidence is applicable and available. The plan must include a description of:<br>1. The comprehensive literacy instruction program to be used that is supported by moderate or strong evidence where evidence is applicable and available including the rationale for literacy program chosen (i.e., based on local needs).<br>  ▪ The differentiation of the intervention & practices for birth through 5-year-olds and Grades K-12.<br>2. A description of how intervention for improving student literacy achievement is aligned with ND Comprehensive State Literacy Plan.<br>3. How the subgrantee Implementation Team will ensure meaningful community & parental involvement. Subgrantee Implementation Team will ensure:<br>  ▪ The evidence-based literacy program is being utilized with fidelity.<br>  ▪ Strategies & materials are available to support literacy plan (existing & proposed). |
| 6. Professional development - 10 points | Applicants must clearly describe the PD plan for administration & educators including but not limited to:<br>1. PD on language & literacy development & effective instruction techniques along birth to Grade 12 continuum.<br>2. PD on literacy models with moderate or strong evidence<br>3. Assessing fidelity of implementation to the chosen curricula.<br>4. Use of technology to support literacy instruction.<br>5. Instruction on using Data Informed Decision Making (to inform teachers' daily instruction[1]). |

| Requirement/Points | Description |
|---|---|
| | 6. PD on Early Literacy, Transitions, Implementing Updated ND Literacy Standards, Family Literacy and Parent Engagement, Supporting Disadvantaged Children, and Implementing Literacy Strategies throughout the Continuum and content areas. <br> Additionally, the application must: <br> 1. Ensure support of implementation including on-going observations, coaching and problem solving. <br> 2. Ensure allocation of funding & time for PD opportunities. <br> 3. Participation in Annual State level SRCL Conference |
| 7. Absolute and Competitive priorities - 5 points | Subgrantees must specifically demonstrate their intent to include the absolute and both competitive priorities of the NDDPI NDSRCLP and how they will address them. Preference will be given to those LEAs, ECPs, or LEAs partnering with ECPs who demonstrate serving the largest percentage of Disadvantaged Children across the continuum. |
| 8. Assessment- 5 points | The proposal must include a plan to ensure the fidelity of implementation as well as the impact of the intervention. This includes: <br> 1. On-going monitoring & evaluation of instructional practices in classrooms per model requirements and as established by the subgrantee Implementation Team. <br> 2. Tracking of student outcomes using the state SRCL student assessments as specified in Appendix 8. <br> 3. Using ongoing learning assessments along the continuum as specified in Appendix 8. |
| 9. Evaluation -10 points | Applicants must provide a written plan of an annual evaluation and an assurance they will participate in the National Literacy Evaluation through the US Department of Education. This potential evaluation may include adhering to the result of a random assignment process to select school or providers as well as agreeing to implement the literacy intervention proposed to be funded. <br> Additionally, applicants must agree to cooperate with NDSRCL state evaluation requirements including the use of the specific assessment tools solely used for the assessment of this project. These may be above & beyond tools already used by NDDPI. Finally, applicants must describe how they will address outcome and process evaluation questions described in Section 1 (state-level activities). |
| 10. Resources -5 points | Subgrantee applicants must provide: <br> 1. A list of current Federal, State, & local fund that impact literacy & how those funds will support specific activities in their application. <br> 2. A description of how they will ensure adequate resources to complete the scope of work. <br> 3. A description of how LEAs, ECPs, or LEAs partnering with ECPs will coordinate the use of Federal, state, & local resources to ensure funds used under this program will supplement, & not supplant any non-federal funds used to advance the literacy skills of students. |
| 11. Sustainability- 3 | The application must demonstrate a coherent strategy for: |

| Requirement/Points | Description |
|---|---|
| points | 1. Leveraging subgrant funds & align proposed literacy activities with other Federal, State, & local funds. <br> 2. Ensuring retention of teachers for the duration of grant activities. <br> 3. Ensuring the on-going sustainability of the intervention after completion of the grant period. |
| 12. Dissemination-2 points | LEAs, ECPs, or LEAs partnering with ECPs must describe how local stakeholders will receive the results of the evaluation on the effectiveness of the program in a timely manner, consistent with all applicable Federal, State, & other privacy requirements. |
| 13. Budget- 10 points | The extent to which the budget includes project costs that are reasonable, realistic, justifiable, & appropriate for objectives & results stated in the application. Applicants must use each criterion & address budgetary issues relative to resource integration & reallocation. <br> The budget must clearly define the required 15% Birth to age 5, 40% K to grade 5, and 40% grades 6 to 12. |

## Appendix 7. Accountability and Monitoring

"The AdvancED Continuous Improvement System provides a comprehensive solution to guide and empower institutions through their unique and customized improvement journey. This solution includes a continuous improvement framework with proven processes, protocols and personalized professional services, as well as, a suite of research-based tools and resources aligned with the AdvancED Performance Standards and School/System Quality Factors. This aligned and interrelated suite of tools and resources are provided to institutions via AdvancED's award-winning technology platform, eProve™, further empowering institutions to observe students in the learning environment, gather and analyze stakeholder feedback, diagnose areas of need and ultimately identify and implement evidence-based strategies and plans for improvement (coming later in 2017 and 2018)"[8].

| Tool | Description | Purpose |
|---|---|---|
| The Effective Learning Environments Observation Tool (eleot) | Observation tool that measures and quantifies active student engagement with a focus on <ul><li>Equitable learning</li><li>High expectations</li><li>Supportive learning</li><li>Active learning</li><li>Progress monitoring and feedback</li><li>Well-managed learning</li><li>Digital learning</li></ul> | <ul><li>Evaluate classroom environments by focusing on students</li><li>Reveal strengths and weaknesses using measurable data</li><li>Analyze formative trends by comparing observations across subjects, grade levels and other filters</li><li>Ensure quality and reliability in an intuitive and easy-to-use tool</li><li>Implement a powerful tool for professional development, peer learning and ongoing improvement</li></ul> |
| Surveys for continuous improvement | Engagement of communities and families is essential to driving continuous improvement in education institutions. | Surveys address: <ul><li>parent, student and staff perceptions</li><li>school climate and culture</li><li>teaching & learning pedagogy</li><li>student engagement</li></ul> |

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[8] http://www.advanc-ed.org/services/continuous-improvement-system

| Tool | Description | Purpose |
|------|-------------|---------|
| | | • teacher and leadership peer perceptions<br>• professional learning<br>• school improvement monitoring |
| Diagnostics | Diagnostics to analyze institutional performance and student learning | • Engage internally to embrace continuous improvement<br>• Initiate discussions on institution performance and student learning<br>• Collaborate on rating school quality factors<br>• Consolidate multi-modal evidence of actions taken to support your efforts<br>• Identify areas of strength and areas in need of improvement<br>• Drive your improvement journey strategy using a data-driven approach |
| Workspace | Assemble and manage collaborative teams for engagement reviews. | |
| Strategies | Identify goals, define and monitor strategies and allocate resources to create workable improvement plans. | |
| Analytics | Synthesize, report and benchmark results accessing data across the entire platform. | |

North Dakota's Multi-Tier System of Supports (NDMTSS) is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. NDMTSS focuses on providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices[9].

| Tool | Description | Purpose |
|---|---|---|
| Assessment (training notes – formative {tier 1 instruction inclusive} and summative assessment should be described) | Assessment is the process of collecting, reviewing, and using information to make educational decisions about student learning. The type of information collected is determined by the intended use of the results or type of decision that is needed. | **Four purposes of assessments** <br>• Universal Screening – all students assessed to determine which students may need additional supports – high or low and the effectiveness of the core curriculum <br>• Diagnostic –identify skill deficits and inform instructional match at all tiers <br>• Progress Monitoring – frequent assessment to determine whether students are making adequate progress toward a specific preset goal <br>• Outcome – measures performance of the educational system – e.g. NDSA, ACT |
| **Data-Based Decision Making** | "optimize the use of data for purposes of informing individual student instruction, identifying strengths and weaknesses in a classroom, and illuminating trends and gaps across a school district[10]" | An ongoing team process that begins with identified questions with clear established protocols to evaluate and inform decisions and actions at student, classroom, grade level, school, and system levels. <br>(need to come back to this) |

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[9] https://www.nd.gov/dpi/uploads/194/ImprovingStudentSuccessthroughNDMultiTierSystemofSupportsFINAL.pdf

[10] http://aea365.org/blog/ed-eval-tig-week-nathan-anderson-and-amy-engelhard-on-transforming-data-frustration-into-data-utopia/

| Multi-tier Instruction | A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction and assessments offering specific, research-based interventions matched to student needs driven by data. | Tier 1<br>Focus - All Students<br>• Instruction and Supports - district curriculum and instructional practices that are evidence-based; aligned with state or district standards; incorporate differentiated instruction<br>• Setting – General classroom (small and large group)<br>• Assessment – Screening, continuous progress monitoring, and outcome measures<br>Tier 2<br>Focus - Students identified through screening as at risk of performing below expected outcomes<br>• Instruction and Supports - Targeted, supplemental instruction practices that are evidence-based (large or small group); additional layer to Tier 1<br>• Setting – General education and/or optimal setting for need of students<br>• Assessment – Diagnostic, Progress monitoring<br>Tier 3<br>Focus – Students who present with very low academic or behavior achievement, or who have not responded to Tier 1 and Tier 2 instruction, or students with disabilities who do not meet their IEP goals; additional layer to Tier 1 and Tier 2<br>• Instruction – Intensive intervention adapted to address individual student needs through the systematic use of assessment data, validated interventions, and research-based instruction or behavior support strategies<br>• Setting – General or special education depending on the needs of the student |

| | | • Assessment – Diagnostic and progress monitoring |
|---|---|---|
| Infrastructure and Support Mechanisms | Knowledge, resources, and organizational structures necessary to operationalize components of NDMTSS in a unified system to meet established goals | Alignment of resources and supports necessary to implement an effective system includes, but is not limited to: Shared Vision, Prevention Focus, Culture, Leadership, Professional Development, Schedules, Resources, Communication, Leadership Teams (training note reasonable, practical and doable) |
| Fidelity and Evaluation | Fidelity is the degree of exactness with which something is implemented or conducted; and Evaluation is a measure of the effectiveness of individual resources and practices | • Fidelity happens across multiple points within NDMTSS framework; system, process, and multi-tiered instruction. Did you do what you said you would? • Evaluation occurs frequently and helps to determine the effectiveness of the system, process, or multi-tiered instruction. Did it work? How can it be improved? |

STARS: The NDDPI will monitor the progress of all schools of enrolled English learners using the STARS data reports. These reports will be reviewed annually to determine which schools are successfully meeting the goals and interim progress measures for English learners. Those schools not meeting the goals will be notified and provided with technical assistance and suggestions for improvement[11].

| Topic | Report |
|---|---|
| **Annual Compliance** | • LEA Annual Compliance Report • School Annual Compliance Report |
| **Compensation** | • Employee Compensation |
| **Enrollment** | • Enrollment • Enrollment for Direct Certification |

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[11] http://www.avid.org/_documents/Funding/NDESSA.pdf

| | |
|---|---|
| | <ul><li>Homeless</li><li>Immigrant</li><li>Access Non-Participation</li><li>Refugee</li><li>Section 504</li><li>Migrant</li><li>Special Education Membership</li><li>Summer School</li><li>Early Childhood</li></ul> |
| **Federal Title Reports** | <ul><li>Consolidated Application</li><li>Consolidated Budget Revision</li><li>Title I Targeting</li></ul> |
| **Financial Reports** | <ul><li>School District Financial Report</li><li>Regional Education Association Report</li><li>Special Education Unit Report</li><li>Vocational Education Center Report</li></ul> |
| **MIS Reports** | <ul><li>MIS01 - LEA Fall Report</li><li>MIS01 - LEA Directory</li><li>MIS02 - School Fall Report</li><li>MIS02 - School Directory</li><li>MIS03 - Regular School Year Licensed Personnel Rollover</li><li>MIS03 - Regular School Year Licensed Personnel Attributes</li><li>MIS03 - Regular School Year Licensed Personnel Record</li><li>MIS03 - Summer School Licensed Personnel Record</li><li>PER02 - Nonlicensed Personnel Report</li></ul> |

| Other Reports | <ul><li>Graduation Rate</li><li>Professional Development</li><li>Suspension Expulsion</li><li>Scholarship</li><li>ACT Non-Participation</li></ul> |
|---|---|

## Appendix 8. Data Sources for Assessment and Evaluation

| Data Source | Respondent | Timing | Data Collection Mode |
|---|---|---|---|
| ND State assessment- MAP Skills (NWEA) | Students | Subgrantees will be required to complete 3 times a year in years 2 and 3, 1 in Year 1 | State Assessments, teacher records |
| ND Early Childhood Program Assessment | Students; ECP teachers | Annually and according to state assessment schedule | EC/Head Start Assessments |
| Ongoing Learning Assessments as chosen by Subgrantees (Galileo, PPVT, PALS, NDKEA, DIBELS) | Students; ECP and LEA teachers | Ongoing for learning assessments | EC/Head Start Assessments; ongoing learning assessments could be paper, online entered into a vendor software or entered into ESSA database |

Process/Fidelity of Implementation/Monitoring

| Data Source | Respondent | Timing | Data Collection Mode |
|---|---|---|---|
| Participant Attendance data | LEA Teachers and LEA staff, ECP teachers and staff | Daily | Teacher records |
| Subgrantee Self-Assessment Form | LEA/ECP Project Program Directors | Year 1: Quarter 3<br>Year 2: Quarters 1-2<br>Year 3: Quarters 1-2 | Online survey, administered by state independent evaluator |
| Staff Survey | LEA Teachers and LEA staff, ECP teachers and staff | At the end of each cohort | Online survey, administered by state independent evaluator |
| LEA/ECP Program Director Survey | LEA and ECP Project Program Director | Once per year | Online survey, administered by state independent evaluator |

| Fidelity Monitoring Log | LEA Teachers and ECP providers | Weekly | TBD |
|---|---|---|---|
| Subgrantee and Classroom Action Plan | LEA management team, LEA Teachers and ECP providers | Twice a year | Paper |
| Observation Fidelity Form | LEA/ECP staff, coaches, or other staff trained in observation of the model | 3% of classes | Direct observation |
| Training Attendance Roster | LEA Teachers and LEA staff, ECP teachers and staff | At each training session | Paper |
| Training Pre-Post Questionnaire | Teachers and LEA staff, ECP teachers and staff | Before and at the end of training | Paper or online |
| Training Observation Form | LEA/ECP staff, state independent evaluator, or other staff trained in observation of the model | One of the training sessions will be observed for 2 hours | Direct observation during training |
| Demographic info | Administrative and demographic data on students, guardians, and teachers | At program/school enrollment annually | Logged through the LEA database |
| PD Form | Teachers and LEA staff, ECP teachers and staff | At each PD event | Paper and online |
| Coaching Form | Teachers and LEA staff, ECP teachers and staff | At each coaching event | Paper |
| Quality Assurance Form | Teachers and LEA staff, ECP teachers and staff | At each Quality Assurance event | Excel form |
| State Team Meeting Minutes | State team members | At each meeting | Paper |
| Monitoring Log | State-level QA position | Quarterly | Excel form |
| LEA/ECP specific forms | Teachers and LEA staff, ECP teachers and staff | Will vary | Will vary depending on local needs and comprehensive |

| | | | literacy instruction programs chosen |
|---|---|---|---|
| PD Form | Teachers and LEA staff, ECP teachers and staff | At each PD event | Paper and online |

## Appendix 9. Subgrantee Self-assessment Tool

| District Level and School Level Data | Birth to Age 5 | Kindergarten to Grade 5 | Grade 6 to Grade 12 |
|---|---|---|---|
| **Demographics** | | | |
| ▪ Enrollment<br>▪ Attendance<br>▪ Reading and writing proficiency in 4th grade and 8th grade<br>▪ Drop-out rate<br>▪ Race/ ethnicity<br>▪ % Poverty<br>▪ % Free and reduced lunch<br>▪ % ELL/ LEP<br>▪ % Native American<br>▪ % Rural<br>▪ % Special education | By program:<br>▪ Early Head Start<br>▪ Head Start<br>▪ District pre-K<br>▪ Licensed Child Care Centers | By school | By school |
| **Community needs (literacy-related)** | | | |
| Existing Literary Initiatives | ▪ By program, by school, or child care center (if applicable)<br>▪ Identify programs supported by strong or moderate evidence | Identify programs supported by strong or moderate evidence | Identify programs supported by strong or moderate evidence |
| **Family Literacy/Parent EngagementActivities** | | | |
| ▪ Family Literacy Partnership<br>▪ Parent Engagement | ▪ Family literacy collaborators | ▪ Level of parent involvement | ▪ Level of parent involvement by school |

| District Level and School Level Data | Birth to Age 5 | Kindergarten to Grade 5 | Grade 6 to Grade 12 |
|---|---|---|---|
| | ▪ Times and locations of parent classes<br>▪ Parent activities | by school<br>▪ By classroom (if available) | ▪ By classroom (if available) |
| Literacy Outcomes (most recent) | List what is used by classroom | List what is used by school and classrooms | List what is used by school and classroom |
| Implementation Strategies | ▪ North Dakota Early Learning Guidelines<br>▪ ND Pre-K Standards<br>▪ EELP Standards | ▪ Academic standards<br>▪ ESSA standards<br>▪ ELP standards | ▪ Academic standards<br>▪ ESSA standards<br>▪ ELP standards |
| Ongoing Assessments | | | |
| ▪ Summative<br>▪ Formative<br>▪ Benchmarked<br>▪ Diagnostic | ▪ By program<br>▪ Oral language<br>▪ Print awareness<br>▪ Phonemic awareness<br>▪ Alphabetics | ▪ By school<br>▪ By grade<br>▪ Alphabetics<br>▪ Vocabulary<br>▪ Fluency comprehension | ▪ By school<br>▪ By grade<br>▪ Vocabulary<br>▪ Fluency comprehension |
| Language and Literacy Curriculum | ▪ By Program | ▪ Reading curriculum<br>▪ Language arts curriculum<br>▪ ESSA implementation<br>▪ State literacy plan implementation<br>▪ Local literacy plan | ▪ Reading curriculum<br>▪ Language arts curriculum<br>▪ ESSA implementation<br>▪ State literacy plan implementation<br>▪ Local literacy plan |

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| District Level and School Level Data | Birth to Age 5 | Kindergarten to Grade 5 | Grade 6 to Grade 12 |
|---|---|---|---|
| Instructional Scheduling | ▪ Number of full-day and half-day classes by program | ▪ Kindergarten (full- day or half-day) <br> ▪ Classes in a day <br> ▪ Minutes in a class <br> ▪ Block scheduling | ▪ Classes in a day <br> ▪ Minutes in a class <br> ▪ Block scheduling |
| PD Related to Language and Literacy | ▪ Target group *I* number of hours/ topic | ▪ Target group *I* number of hours/ topic | ▪ Target group *I* <br> ▪ number of hours/ topic |
| Interventions | ▪ ND MTSS <br> ▪ ELL <br> ▪ Early Intervention <br> ▪ UDL | ▪ ND MTSS <br> ▪ ELL <br> ▪ UDL | ▪ ND MTSS <br> ▪ ELL <br> ▪ UDL |
| **Materials and Resources** | | | |
| ▪ Classroom environment <br> ▪ Availability of print <br> ▪ Use of technology | ▪ By program <br> ▪ By classroom | ▪ By program <br> ▪ By classroom | ▪ By program <br> ▪ By classroom |
| | | | |
| | | | |
| **Strengths** | | | |
| | | | |
| | | | |
| **Areas of Growth** | | | |
| | | | |
| | | | |
| | | | |

## Appendix 10. Staff Resumes

| Name | Position/Title NDDPI |
|---|---|
| Ann Ellefson | Deputy Director |
| Peg Wagner | Assistant Director of Academic Support |
| Tara Fuhrer | Director of Early Learning |
| Stefania Two Crow | Federal Title Program Director |
| Lucy Fredericks | Director, Office of Indian/Multicultural Education, |
| Lodee Arnold | Assistant Director, Office of Indian/Multicultural Education, |
| Mary McCarvel-O'Connor | Assistant Director, Special Education Officer |

# Ann Ellefson

3206 East Avenue C, Bismarck, ND 58501 (701) 224-5070
Email: aellefson@nd.gov

**EDUCATION**

Bachelor of Science in **Elementary Education**, Moorhead State University, Moorhead, MN

Master of Education in **Educational Leadership**, University of North Dakota, Grand Forks, ND

**ADMINISTRATIVE EXPERIENCE**

**Director**, Office of Academic Support, North Dakota Department of Public Instruction, July 2015–present
- Oversee Office of Academic Support
- Oversee programs including: Leveraging the Senior Year, Standards Implementation, Advanced Placement, Dual Credit, college remediation, civics education, and other content related initiatives
- National Math and Science Initiative (NMSI) in North Dakota
- Staff supervision
- Provide technical assistance and guidance to school districts regarding federal statutes, regulations, policy issues, and program activities

**Deputy Director**, North Dakota Department of Public Instruction, July 2009–July 2015
- Provide technical assistance and guidance to school districts regarding federal statutes, regulations, policy issues, and program activities
- Research and compile information for the public
- Prepare and review reports and grant applications for federal programs
- Develop guidance and resources to assist schools and agencies implement federal programs and requirements
- Monitor federal Title programs
- Coordinate, oversee and update Title I website
- Present information regarding resources available to schools and agencies
- Assist with the implementation of statewide program improvement plans and sanctions
- Assist with the 2011, 2013, and 2015 legislative process
- Supervise, mentor and develop staff

**Assistant Director**, North Dakota Department of Public Instruction, August 2008–July 2009
- Assist with the approval and accreditation of North Dakota public and nonpublic schools
- Communicate information to administrators and families involved with or interested in home education
- Approve and oversee secondary and remedial elementary summer school
- Provide technical assistance to schools through workshops, individualized meetings and statewide conferences
- Oversee and ensure implementation of technological advances in the unit
- Assist with the 2009 legislative process

**Assistant Director**, North Dakota Department of Public Instruction, February 2005–August 2008
- Provide technical assistance and guidance to school districts regarding Title I statutes, regulations, policy issues, and program activities
- Administer Title I schoolwide programs
- Research and compile information for the public
- Prepare and review reports and grant applications for federal programs
- Develop guidance and resources to assist schools and agencies implement federal programs and requirements
- Monitor federal Title programs (Title I targeted, Title I schoolwide, program improvement)
- Design and disseminate the monthly Title I newsletter
- Coordinate, oversee and update Title I website
- Present information regarding resources available to schools and agencies
- Assist with the implementation of statewide program improvement plans and sanctions

**Program Administrator**, North Dakota Department of Public Instruction, July 2002–February 2005

- Administer and budget the federal McKinney-Vento Homeless Assistance program and Even Start program
- Prepare and review reports, contracts, and grant applications for federal programs
- Monitor federal Title programs (McKinney-Vento, Even Start, Title I, Title I schoolwide)
- Assist Title I schoolwide programs in meeting the ten required components and planning year requirements
- Design and disseminate the monthly Title I newsletter
- Coordinate and implement conferences and meetings
- Present information regarding resources available to schools and agencies
- Assist with the implementation of statewide program improvement plans and sanctions

**TEACHING EXPERIENCE**

**Sixth Grade Teacher**, Fort Yates Public School, August 2000 – July 2002
- Taught sixth grade curriculum in all discipline areas
- Adapted and modified materials to meet students' Individual Education and 504 Plans
- Encouraged the use of hands on manipulatives and cooperative groups for learning
- Collaborated in team teaching atmosphere for math and reading
- Conducted after school tutoring
- Participated as a School Improvement Reading Team member
- Served as elementary school 504 Coordinator

**ADDITIONAL EDUCATIONAL EXPEREINCES**

- Member of the Special Education State Systemic Improvement Plan (SSIP) Leadership Team
- Certified for AdvancED visitations and elect observations
- Member of the North Dakota Moving to Improve Learning for Everyone (NDMILE) Leadership Team
- Member of the North Dakota Positive Behavioral Support Leadership Team
- Member of the High Risk Schools Task Force
- Supervisory Management Development

**LICENSURE AND CREDENTIAL**

- North Dakota Educator's Professional License
- North Dakota Elementary Principal Credential

## Peggy Wagner

4017 35 Ave. NW

Mandan, ND 58554

Phone: 701-260-8454

Email: Peggy.Wagner52@gmail.com

### Profile

Highly motivated Assistant Director of Academic Support/Educational Administrator offering 33 years of educational achievement in developing productive data driven resources to maximize learning experiences. Provide team building with best practices for educators and achievement based on data from North Dakota State Standards and Assessments for students. Obtained professional development through mentoring, memberships in professional organizations, professional journal reading, state and national networking conferencing opportunities with other teachers and administrators throughout the state as well as project management in the state of North Dakota.

### Education

| | |
|---|---|
| M.S. Educational Administration, University of Mary | 1999 |
| B.S. Elementary Education, Dickinson State University | 1983 |
| A.A. Mental Health, University of Mary | 1980 |

### Certification

Elementary Principal Credential (EP01)

North Dakota Educator's Professional License (Tier III)

### Professional Experiences

**Department of Public Instruction, Bismarck, ND**                       June 2014 to Present

Assistant Director of Academic Support

- Assist, guide, and monitor schools in implementation of ND standards
- Served as the state's board member on Learning Forward, State Design Team, and North Dakota Teacher Network Center board
- State's REA Liaison
- Coordinated and facilitated the states  Math Leadership Project for gr. 6-12
- Coordinator for current State ND Watch Us Grow Survey
- Coordinated grants for para training and pre-service teacher training with North Dakota State Standards
- Title I Support Contact for Consolidated Application
- Principal Teacher Evaluation Workshop Presenter
- NDDPI/ADI State Coaching Project Facilitator/Mentor
- Literacy and Math Content Specialist
- Coordinator for ND Electronic Course Delivery
- ICCS Workgroup Facilitator/Consultancy in Virginia
- ESSA – Teacher Leader Planning Committee
- Technology Conference Presenter

**Jamestown Public School**                                    August 2012 – June 2014

Wm. S. Gussner Elementary Principal: Preschool-Gr. 5

- AdvancEd District Committee Member/Co-Chair
- K-1 Math & Reading Facilitator
- District Wide Director of Marketplace for Kids
- District Elementary SARB Representative
- District Strategic Planning Committee
- District Teacher/Principal Evaluation Committee
- Gussner Elementary RTI/MTSS Committee
- Gussner 504 Coordinator
- District Assessment Coordinator

**Killdeer Public School**                                    August 1984-2012

Elementary Principal: Preschool-Gr. 6

- Elementary Instructor: 1, 2, 4, 5, 6
- Curriculum Coordinator/Writer
- RTI Coordinator/Facilitator
- School Improvement Chair

**Affiliations**

- Learning Forward Board Member
- North Dakota Teacher Network Center Board Member
- ND REA Liaison
- North Dakota Council of Educational Leaders
- North Dakota Association of Elementary School Principals
- Past Regional Representative & President of SW Principal's Association
- ND United (North Dakota Education Association)

**References**

| | |
|---|---|
| Ann Ellefson | Director, Academic Support- North Dakota Department of Public Instruction (701) 328-2488 |
| Sherry Houdek | University of North Dakota Instructor & (Former Director Academic Support NDDPI) |
| | Home (701)330-5212        Cell (218) 330-5212 |
| Rhoda_Young | James River Special Service Director (701) 252-3376 |
| Nancy_Walker | Retired Teacher/Former Employee (701) 290-4867 |

# TARA FUHRER

3245 MONTREAL STREET | BISMARCK, NORTH DAKOTA 58503
TARABITZ@GMAIL.COM | 701-471-3646

## EXPERIENCE

**DIRECTOR, OFFICE OF EARLY LEARNING • NORTH DAKOTA
DEPARTMENT OF PUBLIC INSTRUCTION • JANUARY 2017 – PRESENT**

- Pre-kindergarten Approval
- Early Childhood Education grants administration
- Title I Preschool
- Facilitated the writing of the Pre-kindergarten Content Standards
- Collaboration with DHS Early Childhood Education
- Facilitate the Early Childhood Data System
- Legislative Assembly
- Kindergarten Entry Assessment
- Oversee the Office of Head Start/Early Head Start
- Supervise staff
- Review consolidated applications
- Put on Early Childhood Education Annual Spring Conference

**ASSISTANT DIRECTOR, ACADEMIC SUPPORT • NORTH DAKOTA
DEPARTMENT OF PUBLIC INSTRUCTION • 2015 – 2016**

- Pre-kindergarten Approval
- Early Childhood Education grants administration
- Title I Preschool
- Facilitated the writing of the Pre-kindergarten Content Standards
- Collaboration with DHS Early Childhood Education
- Facilitate the Early Childhood Data System
- Legislative Assembly
- Kindergarten Entry Assessment
- Supervise staff
- Review consolidated applications

# TARA FUHRER

3245 MONTREAL STREET | BISMARCK, NORTH DAKOTA 58503
TARABITZ@GMAIL.COM

- Put on Early Childhood Education Annual Spring Conference

**ASSISTANT DIRECTOR, FEDERAL TITLE PROGRAMS • NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION • 2010 – 2015**
- Correspondence
- Technical assistance
- Review of consolidated applications
- Presentations
- Provide TA to assigned list of school districts
- Review AYP dissemination letters
- Review Program Improvement Plans and reporting
- Title I Preschool
- Pre-kindergarten Approval
- Facilitated the writing of the Pre-kindergarten Content Standards
- Collaboration with DHS Early Childhood Education
- Facilitate the Early Childhood Data System
- Legislative Assembly

**HOMELESS CHILDREN AND YOUTH PROGRAM ADMINISTRATOR • NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION • 2008 – 2010**
- Grant applications and awards
- Monitor and provide technical assistance
- Subgrantee correspondence and guidance

**EARLY CHILDHOOD SPECIALIST • LUTHERAN SOCIAL SERVICES • 2004 – 2007**
- Provide on-site training and technical assistance to licensed family/center child care providers
- Research latest trends in Early Childhood Education

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NORTH DAKOTA DEPARTMENT OF
**PUBLIC INSTRUCTION**

**TF**

# TARA FUHRER

3245 MONTREAL STREET | BISMARCK, NORTH DAKOTA 58503
TARABITZ@GMAIL.COM

- Work collaboratively with existing agencies to enhance Early Childhood practices
- Edit and write child care related articles for agency newsletter

**SUBSTITUTE TEACHER • BISMARCK/MANDAN PUBLIC SCHOOLS • 2003**

- Substitute teacher preschool – grade 8 in Bismarck and Mandan Public Schools

## EDUCATION

**HIGH SCHOOL DIPLOMA • 1997 • CENTURY HIGH SCHOOL, BISMARCK NORTH DAKOTA**

**GENERAL STUDIES • 1997-1999 • BISMARCK STATE COLLEGE, BISMARCK, NORTH DAKOTA**

**BACHLOR IN SCIENCE ELEMENTARY AND EARLY CHILDHOOD EDUCATION • 1999-2003 • UNIVERSITY OF MARY, BISMARCK NORTH DAKOTA**

**MASTERS DEGREE EARLY CHILDHOOD EDUCATION • 1999-2003 • UNIVERSITY OF MARY, BISMARCK NORTH DAKOTA**

## VOLUNTEER EXPERIENCE OR LEADERSHIP

North Dakota Teaching License #60374
Christian Education Board Member – First Presbyterian Church 2001-2010

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**Stefania Two Crow**
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Bismarck, ND 58503
Ph.: 701-471-6596
Home Email: stefanietwocrow@gmail.com
Work Email: stwocrow@nd.gov

**EDUCATION HISTORY**

*University of Mary*
Bismarck, ND
Degree Completed: Masters In Management
Degree Completed: Bachelor of University Studies (Business & Healthcare Concentrations)

*University of Phoenix*
Online courses
Degree Not Completed: Bachelors of Science Information Technology

*McLaughlin School District*
McLaughlin, SD
Degree Completed: High School Diploma

**EMPLOYMENT HISTORY**

***Department of Public Instruction***
600 E. Blvd. Ave., Bismarck, ND 58505-0440
Title: Federal Title Program Director
From Date: 07/05/2013 To: Present
Supervisor: Laurie Matzke                    Phone: 7013282284
Job Duties:

- Attend, present, and host local, state, and national conferences concerning Title I and Title II programs.
- Provide technical assistance to schools in planning year and schoolwide programs.
- Interpret federal and state regulations, crosswalk guidance to write toolkits for guidance.
- Review Title I, Title II, Title III, and Title IV consolidated applications and provide guidance and trainings.
- Monitor schools and districts for compliance in meeting state and federal regulations.
- Review and provide technical assistance for monitoring and reporting of Title I program.
- Present on Title I schoolwide programs by providing information sessions and trainings.
- Review schoolwide plans, school improvement plans, and revisions to plans annually.
- Coordinate partnership with Title I and School Improvement such as AdvancED and SINet.
- Provide written correspondence to school administrators regarding issues.
- Hold portfolios for Title I, Title II, Schoolwide, Private School, Turnaround Arts, and SIG.
- Assist with ESSA teams, conference calls, webinar sessions, and team lead for school improvement.
- Review and revise all information, guidance, and websites for Title I, Title II, Title I schoolwide programs, school improvement, and private schools.
- Supervisory responsibilities for staff in the Office of Federal Title Programs.
- Use of excellent written and verbal communication skills.
- Work experience in writing and delivering presentation and resource materials.
- Program management experience.
- Experience working with school districts, interagency collaboration, and external organizations or providers.

***Education Consultant***
8401 Northwood Dr., Bismarck, ND 58503

Title: Education Consultant
Starting Salary: $30 / Per Hr.
Supervisor: Self Employed
Job Duties:

From Date: 8/01/2013 To: Present
Ending Salary: $30 / Per Hr.
Phone: 7014716596

- To provide School Improvement Grant (SIG) technical assistance to the school districts.
- To participate as a School Support Team member, stay educated and current on the Title I program and issues.
- To provide technical assistance to the STATE, schools and district that have been identified in need of improvement.
- To provide technical assistance in areas of expertise which includes Title I programs, data review, program improvement, Title I monitoring, collaborative work groups, parental involvement, grant writing, SIG, Schoolwide Programming, Consolidated Applications, and team building.
- Respond to telephone inquiries related to SIG and Federal Title programs.
- Present on Federal Title I related topics at before and after school meetings.
- Assist in the creation of school compacts, policies and professional development plans by providing resources and information.
- Assist schools with improvement process and initiatives relating to Federal Title Programs.
- Provide Title I staff, administrators, schools and districts with technical assistance on issues pertaining to Federal Title Programs.
- May be asked by the STATE to attend national/regional/state school improvement meetings and trainings and complete projects, webinars and resource materials as requested (per contract agreement).
- Present on information from workshops and trainings.

**Department of Public Instruction** *(promotion)*
600 E. Blvd. Ave., Bismarck, ND 58505-0440
Title: Assistant Director Title I/Schoolwide
Starting Salary: 3288 / MTH
Supervisor: Laurie Matzke
Job Duties:

From Date: 10/15/2008 To: 06/30/2013
Ending Salary: 4000 / MTH
Phone: 7013282284

- Attend and present at local, state, and national conferences concerning Title I programs
- Provide technical assistance to schools in planning year and schoolwide programs
- Interpret federal and state regulations, crosswalk guidance to write toolkits for guidance
- Review Title I and ARRA consolidated applications and provide technical assistance to schools for reporting
- Monitor schools and districts for compliance in meeting state and federal regulations
- Review and provide technical assistance for monitoring and reporting of Title I program
- Present on Title I schoolwide programs by providing information sessions and trainings
- Review schoolwide plans, program improvement plans, and revisions to plans annually
- Coordinate partnership with ND PIRC and Title I for parental involvement projects
- Provide written correspondence to school administrators regarding issues
- Hold portfolios for parent involvement, LEP for Title I, RTI/PBS, NDMILE, and SIG
- Assist with School Support Team initiatives, conference calls, webinar sessions
- Review and revise all information, guidance, and websites for schoolwide programs, school choice, and parent involvement
- Supervisory responsibilities for administrative assistant.
- Use of excellent written and verbal communication skills.
- Work experience in writing and delivering presentation and resource materials.
- Program management experience.
- Experience working with school districts.

**Department of Public Instruction**
600 E. Blvd. Ave., Bismarck, ND 58505-0440
Title: Program Administrator Title I/Homeless
Starting Salary: 3082 / MTH
Supervisor: Laurie Matzke

From Date: 07/15/2008 To: 10/15/2008
Ending Salary: 3082/MTH
Phone: 7013282284

Job Duties:

- Prepare and disseminate program guidelines, proposals, reports, and grant awards
- Review and rank application proposals to Director for approval
- Prepare grant awards to Homeless sites
- Provide technical assistance to local sites
- Interpret federal and state regulations
- Analyze and report data
- Attend local, state, and national meetings/conferences concerning Homeless issues
- Hold portfolios for parent involvement and LEP for Title I
- Review consolidated applications for Title I
- Review program improvement applications
- Oversee National Distinguished Schools Program and Committee of Practitioners
- Assist with School Support Team initiatives and conference calls
- Review, analyze, and interpret Title I statues, regulations, and policies
- Monitor Homeless and Title I programs for compliance and use of funds
- Use of excellent written and verbal communication skills.
- Work experience in writing and delivering presentation and resource materials.
- Program management experience.
- Experience working with school districts

**Smee School District**
PO Box B, Wakpala, SD 57658
Title: Federal Programs Director/Grant Writer        From Date: 08/15/2007 To: 7/1/2008
Starting Salary: 36,000 / YR                         Ending Salary: 36,000/YR
Supervisor: Keith McVay                              Phone: 6058453040
Job Duties:

- Maintain grant budgets on spreadsheets and request funding per policies and procedures
- Write grants and maintain budgets within deadlines
- Collect student and staff data annually
- Public speaking and develop training materials
- Follow all grant guidelines and regulations for budgeting, spending, and hiring
- Supervise and evaluate all staff funded by federal programs
- Provide and attend continuing education to meet federal program requirements
- Project planning, implementation, and evaluation
- Coordinate and implement all student testing per state requirements
- Work effectively in team oriented environment
- Team Leader for Admin Team/Leadership Team/Data Technology Team.
- School Improvement Coordinator/Program Management
- Coordinate and implement professional development for staff as needed.
- Research on internet, use of email, and use of Microsoft Office
- Use of excellent written and verbal communication skills.
- Work experience in writing and delivering presentation and resource materials.
- Program management experience.
- Experience working with school districts.

**Bismarck State College**
1500 Edwards Ave, Bismarck, ND 58501
Title: Accounts Payable Associate            From: 01/06/2005 To: 8/10/2007
Starting Salary: 19,600 / YR                 Current Salary: 24,270 / YR
Supervisor: Greg Ross                        Phone: 7012242427
Job Duties:

- Data Entry/Accounts Payables/IRS Reporting-1099s & W-9s/Maintain Filing System

- Communication oral & written/Resolve Conflicts
- Maintain Accounting System: PeopleSoft/Vendor Registry
- Balance statements, Process Checks, and Spreadsheets
- Supervise/Evaluate Work Study Student

**Norman Public Schools**
131 South Flood, Norman, OK
Title: Federal Programs Bookkeeper          From: 05/28/2004 To: 12/19/2004
Starting Salary: 18000 / YR                    Ending Salary: 18000 / YR
Supervisor: Carol Cawyer                       Phone: 4053665868
Job Duties:

- Account for grant budgets on software system and spreadsheets
- Process all grant expenditures/Purchase Orders/Payables
- Assist with grant writing and budgeting of all federal programs
- Maintain account system OCAS and AS400 database

**McLaughlin School District**
PO Box 880, McLaughlin, SD 57642
Title: Asst. Federal Programs Director       From Date: 01/05/2000 To: 05/21/2004
Starting Salary: 16500 / YR                    Ending Salary: 13.72 / HR
Supervisor: Tom Frankenhoff                    Phone: 6058234484
Job Duties:

- Maintain student information database
- Maintain grant budgets on spreadsheets and request funding per policies and procedures
- Submit grant applications and budgets within deadlines
- Collect student and staff data annually
- Public speaking and develop training materials
- Follow all grant guidelines and regulations for budgeting, spending, and hiring
- Supervise and evaluate all staff funded by federal programs
- Provide and attend continuing education to meet federal program requirements
- Project planning, implementation, and evaluation

**Wells Fargo (Norwest) Bank**
405 South Main, Mobridge, SD
Title: Bank Teller                             From: 07/15/1997 To: 12/30/1999
Starting Salary: 6.50 / HR                     Ending Salary: 7.70 / HR
Supervisor: Carol Zimosky                      Phone: 6058453651
Job Duties:

- Good positive customer service skills/Maintain confidentiality
- Process all business and personal transactions of accounts
- Balance, maintain, and repair all ATM transactions
- Process wire transfers between banks/Provide back up for vault teller
- Public speaking and sales
- Follow and meet all rules and regulations

**Prairie Knights Casino**
7932 Highway 24, Fort Yates, ND
Title: Cashier                                 From: 11/10/1995 To: 07/03/1997
Starting Salary: 8.50 / HR                     Ending Salary: 9.50 / HR
Supervisor: Cheryl Feist                       Phone: 7018547777
Job Duties:

- Excellent customer service skills
- Accountable for cash and paper transactions
- Knowledge of policies, procedures, rules, and regulations
- Count all cash and coin in window
- Document all transactions for federal requirements
- Work in stressful fast-paced environment

**SUMMARY/DESCRIPTION**

My educational experience is diversified with a Bachelors of University Studies with concentrations in Business and Health Care. My Master's In Management Degree exemplifies my knowledge of management in the areas of leadership, finance, human resources, marketing, and communication. Due to my work experience and continued education, my leadership, communication, and conflict resolution skills are mature and dynamic. I have an extensive background in working with various computer programs, spreadsheets, databases, ipads, and Microsoft Office. I enjoy exploring new opportunities and challenges. I have experience in monitoring federal and state rules and regulations to meet compliance, planning and implementation, providing technical assistance, school leadership, and coaching. I have led multiple projects, collaborative partnerships, and supervise employees. My work ethic is to foster a positive attitude, work smarter, pay attention to detail, and meet deadlines. I am a professional person with excellent communication skills, dependable and enjoy professional learning opportunities. I enjoy working in a positive work environment that offers flexibility and creativity.

**REFERENCES**

| | | | |
|---|---|---|---|
| Peg Portchellar | Parachute, CO | 81635 | 720-480-8688 |
| Lodee Arnold | Wilton, ND | 58503 | 701-220-5901 |
| Dave Steckler | Mandan, ND | 58554 | 701-663-4202 |
| Miranda Grayson | Bismarck, ND | 58501 | 701-202-1249 |

**Lucy K Fredericks**
**2322 Lexi Loop Unit 2**
**Mandan, ND 58554**
**Cell 701-590-0544**
xanumak@yahoo.com
lkfredericks@nd.gov

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**EMPLOYMENT**

| | |
|---|---|
| **Director of Indian/Mult Education** | **2012-2017** |
| **ND Department of Public Instruction** | **Bismarck,ND** |
| | |
| **Elementary Principal/Administrator** | 2005-2012 |
| Standing Rock Community Elementary School | Ft. Yates, ND |
| | |
| **Title 1 Teacher/Coordinator** | 2002-2005 |
| Twin Buttes Elementary School | Halliday, ND |
| | |
| **Title VII Coordinator/Teacher** | 1999-2002 |
| Twin Buttes Elementary School | Halliday, ND |
| | |
| **Title VII Resource Teacher** | 1998-1999 |
| Twin Buttes Elementary School | Halliday, ND |
| | |
| **Paraprofessional/ Teachers Aide** | 1990-1998 |
| Twin Buttes Elementary School | Halliday, ND |

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**EDUCATION**

| | |
|---|---|
| **Associate of Science** | 1997 |
| **Associate of Arts Degree in Liberal Arts** | |
| Fort Berthold Community College | New Town, ND |
| Emphasis in Special Education | |
| | |
| **Bachelor of Science in Education** | 1999 |
| College of Education and Human Development | |
| University of North Dakota | Grand Forks, ND |
| Major: Elementary Education | |
| | |
| **Master of Science in Elementary Education** | 2004 |
| University of North Dakota | Grand Forks, ND |
| Major: Elementary Education/Educational Leadership | |

**CREDENTIALS**
  **Elementary Principal Credential**
  **ND Educator's Professional License**

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**PROFESSIONAL ORGANIZATIONS**

  **Member:**           North Dakota Council of Educational Leaders
                        National Indian Education Association

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**REFERENCES**

  Robert Marthaller, Assistant Superintendent
  ND Department of Public Instruction
  600 E. Boulevard Ave. Dept. 201
  Bismarck, ND  58505
  701-328-2267

  Laurie Matzke, Assistant Superintendent DSSI
  ND Department of Public Instruction
  600 E. Boulevard Ave. Dept. 201
  Bismarck, ND  58505
  701-328-2284

  Dr. Wayne J. Trottier, Jr., Superintendent
  105 14th Street SW
  Rugby, ND  58368
  701-776-9042 / Cell-701-351-4849

**Lodee Arnold**

600 East Boulevard Ave
Bismarck, ND 58505
w) 701-328-1876
Email: laarnold@nd.gov

EDUCATION:

M.Ed. – Elementary Administration: University of Mary
B.S.Ed. – University of North Dakota
ELL Endorsement – University of North Dakota/VCSU

PROFESSIONAL
EXPERIENCE:

**Assistant Director, Office of Indian/Multicultural Education** – Department of Public Instruction – Bismarck, ND
Aug. 2010 – Current
- Current Title III/EL Administrator
- Former Title I Schoolwide Administrator
- Provide technical support and guidance to schools and districts regarding Federal Title issues
- Research and compile information for the public
- Support Title I/program improvement efforts for the State of North Dakota
- Conduct training sessions for school professionals
- Manage the Title III administrative budget and related grants
- Administered the Striving Readers Comprehensive Literacy Initiative

**Director of Children & Family Services** – Missouri Valley Family YMCA – Bismarck, ND
Sept. 2005 – Jan. 2010
- Administered budgets aggregated to just over one million dollars.
- Administered programs including: 21st Century Community Learning Centers, Infant-Toddler-Preschool, Jr. Kindergarten, After-school/Summer School Age, Day Camp, and Kindercamp.
- Provide leadership to over 60 full and part-time staff including training and evaluations.
- Successfully wrote and received grants to establish a Teen Enrichment Program and AmeriCorps Program for the organization. Administered 21st Century Community Learning Centers Grant.
- Established a community collaboration to expand after school programming enrollment by 35%.
- Facilitated the creation and execution of a long-range strategic plan.

**Site Coordinator – Mandan Kid's Club** – Mandan Public Schools/Bismarck YMCA – Mandan, ND Oct. 2004 – Sept. 2005
- Administered the establishment of this after school program.
- Provided leadership and management to staff of seven including training and evaluations.
- Constructed and maintained data records to meet program goals and grant requirements.
- Incorporated a Mini-society program and Girl Scout troop within the program.

**Teacher** (Substitute K-12)
Wilton Public School – Wilton, ND Aug 2002-Sept 2004
Fort Yates Public School – Fort Yates, ND Mar 2002-June 2002 Full-time teaching position
**Director – Tribal Business Information Center** – Sitting Bull College – Fort Yates, ND
Apr. 2000 – Mar. 2002
**Closing Officer** – North Dakota Guarantee & Title Company – Bismarck, ND
Apr. 1999 – Apr. 2000
**Loan Service Representative**, Personal Banker – BNC National Bank – Bismarck, ND
June 1996-Apr. 1999, Summers 1993-1995

**Teacher** – Math Grades 8 and 6 – Sam Rayburn Middle School – Bryan, TX
Aug. 1993 – May 1996
- Taught Algebra I, Eighth Grade Math, Sixth Grade Math, and Multi-cultural Education
- Assisted in writing a district-wide Math curriculum.
- Coached approximately 75 cheerleaders
- Volunteered to chaperone a 3-day seventh grade field trip to the Gulf for 3 years.

AWARDS &
ACTIVITIES:
(past/present)

Chairman - State Commission on National & Community Service 2013 – current
School Board President: Wilton Public School District - 2012-current
School Board Vice President: Wilton Public School District - 2011-12
Church Altar Society member, CCD teacher
Bismarck Women's Slow-pitch Softball Association Board of Directors 2010-12
YMCA Association of Y Professionals Program Director of the Year 2009
YMCA Dakota Alliance Membership & Program Council Member 2009-10
Coach: girls' basketball 4th-5th grade, tee ball, little league, softball
Iyuwaste Committee Chairperson
American Institute of Banking Chairperson 2002- 2005

**Mary McCarvel-O'Connor**
420 East Interstate Avenue
Bismarck, North Dakota 58503
Home Phone: 701-223-6983

**Work History**

2009-Current
North Dakota Department of Public Instruction Special Education Office
*Assistant Director*
- Serve as unit team lead for the compliance and performance monitoring process as required by IDEA. Work with unit team to identify local, regional and state programming issues and to monitor special education units for compliance with state and federal regulations
- Conduct a critical analysis of need for training and technical assistance which synthesizes supporting data from a variety of sources
- Serving as a regional team leader in collaborative efforts amount numerous state and local agencies, interest groups, and individuals in planning, development, implementation, and evaluation of integrated program services for student with disabilities

2004-2008
Cooperative Educational Service Agency #5
*Teacher for the Deaf and Hard of Hearing*
- Prepare Interpreter's and teacher's schedule for the school year
- Modify schedules to match changes in regular education schedule
- Develop and implement appropriate goals and objectives
- Prepare and instruct lesson plans for K-12 deaf and hard of hearing students

2002-2004
Cooperative Educational Service Agency #8
*Teacher for the Deaf and Hard of Hearing*
- Develop a self-contained program
- Prepare and instruct lesson plans for students who are deaf using manual communication
- Prepare and instruct lesson plans for students who are hard of hearing in three districts
- Inservice school personnel and team members on hearing loss, accommodations, modifications, and amplification devices

1999-2002
Northern Trails Area Education Agency
*Itinerant Teacher for the Deaf and Hard of Hearing*
- Prepare and instruct lesson plans for students who are deaf and hard of hearing K-12 in the communication system most appropriate for the students
- Inservice school personnel and team members on hearing loss, accommodations, modifications, and amplification devices
- Administer home instruction for birth to three children who are deaf and hard of hearing
- Coordinate with professionals in the hearing discipline a quarterly newsletter for parents and school personnel

**Education**

1997-1998
*Master of Science in Special Education,* Minot State University
1994-1997
*Bachelor's of Science Degrees in Education of the Deaf and Elementary Education,* Minot State University

**References**
- Available upon request

**Ross Roemmich**
**616 Regina Lane**
**Bismarck, ND 58503**
**Phone: 701-228-6064**

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|---|---|
| JOB OBJECTIVE | **Information Technology Director** |

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|---|---|
| EDUCATION | **Bismarck State College**- Bismarck, North Dakota<br>A.A. Business Administration<br>Graduation Date - May 1978<br><br>**University of Mary** - Bismarck, North Dakota<br>B.S. Physical Education & Health Major<br>Business, Secondary & Coaching Minor<br>Graduation Date - May 1983<br><br>**University of Mary** - Bismarck, North Dakota<br>Masters of Education in Administration<br>Graduation Date - June 1993 |

| | |
|---|---|
| SKILLS | Management skills including accounting, personnel selection and assignment, and inventory control gained as Secondary Principal.<br><br>The ability to make responsible decisions promptly, to be assertive when necessary, and to establish the support needed to gain the cooperation of those involved and developed while officiating high school and collegiate sports.<br><br>The capacity to individualize classroom activities, develop departmental goals and stimulate the continued growth of all students in team and individual classroom and extra-curricular activities because of my experience gained as Secondary Principal. |

**HUMAN RELATIONS AND COMMUNICATIVE SKILLS**

Ability to communicate in speaking and writing clearly, concisely and effectively.

Seasoned interview skills developed as Secondary Principal.
Develop warm rapport quickly and easily -- able to put others at ease.

**EXPERIENCE**

| | |
|---|---|
| 2016 – 2017 | MIS – Director – NDDPI |

|  | State Capitol - Bismarck |
|---|---|
| 2012 – 2016 | PowerSchool Specialist - EduTech<br>ITD Building - Bismarck |
| 1993 – 2012 | Secondary Principal, Computer Technology<br>Bottineau High School |
| 1990 - 1993 | Secondary Principal, Computer Technology<br>Beach High School |
| 1988 - 1990 | Secondary Principal, Business & Computer Technology<br>Gackle High School |
| 1986 - 1988 | Secondary Principal, Business & Computer Technology<br>Almont High School |
| 1984 - 1985 | Secondary Business & Physical Education Teacher<br>Emmons Central High School |

## HONORS

| | |
|---|---|
| All Conference Basketball 74 – 75 - 76 | All Conference Football 74 & 75 (QB) |
| Most Valuable Player - Basketball 74 – 75 - 76 | Most Valuable Player - Track 75 - 76 |

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| | |
|---|---|
| Honorary Chapter FFA Degree:<br>Gackle 90, Beach 93 and Bottineau 99 | Region II Principal of the Year 1999<br>ND State Principal of the Year 2000 |

## INTERESTS AND ACTIVITIES

| | |
|---|---|
| NDASSP member since 1988 | Parish Education President - 1994 - 1997 |
| Attended ND LEAD seminars since 1988 | Boys Ranch Board Member - 1994-1998 |
| Badlands Conference President 1991 - 1993 | ND LEAD Mentor - 1996 - 1998 |
| Beach Jaycee President 1992 - 1993 | NDASSP President Elect - 1997 - 1998 |
| President of South West Principals - 1992 - 1993 | NDASSP President - 1998 - 1999 |
| Nominated for Principal of the Year - 1993 & 1997 | NASSP National Board member - 1999 - 2003 |
| Bottineau Chamber of Commerce - 1993 - 1998 | PowerSchool Leader at BHS – 2009 - 2012 |
| President of Region II Principals - 1994 – 1997 | RTI Leader at BHS – 2009 – 2012 |
| NDASSP State Board member - 1994 – 1998 | ND SLDS Member – 2016 -2017 |
| North West Technology Leaders 1994 – 1998 | ND ETC Board Member – 2016 - 2017 |

**Stefania Two Crow**
8401 Northwood Drive
Bismarck, ND 58503
Ph.: 701-471-6596
Home Email: stefanietwocrow@gmail.com
Work Email: stwocrow@nd.gov

## EDUCATION HISTORY

*University of Mary*
Bismarck, ND
Degree Completed: Masters In Management
Degree Completed: Bachelor of University Studies (Business & Healthcare Concentrations)

*University of Phoenix*
Online courses
Degree Not Completed: Bachelors of Science Information Technology

*McLaughlin School District*
McLaughlin, SD
Degree Completed: High School Diploma

## EMPLOYMENT HISTORY

*Department of Public Instruction*
600 E. Blvd. Ave., Bismarck, ND 58505-0440
Title: Federal Title Program Director
From Date: 07/05/2013 To: Present
Supervisor: Laurie Matzke                    Phone: 7013282284
Job Duties:

- Attend, present, and host local, state, and national conferences concerning Title I and Title II programs.
- Provide technical assistance to schools in planning year and schoolwide programs.
- Interpret federal and state regulations, crosswalk guidance to write toolkits for guidance.
- Review Title I, Title II, Title III, and Title IV consolidated applications and provide guidance and trainings.
- Monitor schools and districts for compliance in meeting state and federal regulations.
- Review and provide technical assistance for monitoring and reporting of Title I program.
- Present on Title I schoolwide programs by providing information sessions and trainings.
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- Coordinate partnership with Title I and School Improvement such as AdvancED and SINet.
- Provide written correspondence to school administrators regarding issues.
- Hold portfolios for  Title I, Title II, Schoolwide, Private School, Turnaround Arts, and SIG.
- Assist with ESSA teams, conference calls, webinar sessions, and team lead for school improvement.
- Review and revise all information, guidance, and websites for Title I, Title II, Title I schoolwide programs, school improvement, and private schools.
- Supervisory responsibilities for staff in the Office of Federal Title Programs.
- Use of excellent written and verbal communication skills.
- Work experience in writing and delivering presentation and resource materials.
- Program management experience.
- Experience working with school districts, interagency collaboration, and external organizations or providers.

*Education Consultant*
8401 Northwood Dr., Bismarck, ND 58503

Title: Education Consultant　　　　　　From Date: 8/01/2013 To: Present
Starting Salary: $30 / Per Hr.　　　　　Ending Salary: $30 / Per Hr.
Supervisor: Self Employed　　　　　　　Phone: 7014716596
Job Duties:

- To provide School Improvement Grant (SIG) technical assistance to the school districts.
- To participate as a School Support Team member, stay educated and current on the Title I program and issues.
- To provide technical assistance to the STATE, schools and district that have been identified in need of improvement.
- To provide technical assistance in areas of expertise which includes Title I programs, data review, program improvement, Title I monitoring, collaborative work groups, parental involvement, grant writing, SIG, Schoolwide Programming, Consolidated Applications, and team building.
- Respond to telephone inquiries related to SIG and Federal Title programs.
- Present on Federal Title I related topics at before and after school meetings.
- Assist in the creation of school compacts, policies and professional development plans by providing resources and information.
- Assist schools with improvement process and initiatives relating to Federal Title Programs.
- Provide Title I staff, administrators, schools and districts with technical assistance on issues pertaining to Federal Title Programs.
- May be asked by the STATE to attend national/regional/state school improvement meetings and trainings and complete projects, webinars and resource materials as requested (per contract agreement).
- Present on information from workshops and trainings.

**Department of Public Instruction** *(promotion)*
600 E. Blvd. Ave., Bismarck, ND 58505-0440
Title: Assistant Director Title I/Schoolwide　　From Date: 10/15/2008 To: 06/30/2013
Starting Salary: 3288 / MTH　　　　　　　　　Ending Salary: 4000 / MTH
Supervisor: Laurie Matzke　　　　　　　　　　Phone: 7013282284
Job Duties:

- Attend and present at local, state, and national conferences concerning Title I programs
- Provide technical assistance to schools in planning year and schoolwide programs
- Interpret federal and state regulations, crosswalk guidance to write toolkits for guidance
- Review Title I and ARRA consolidated applications and provide technical assistance to schools for reporting
- Monitor schools and districts for compliance in meeting state and federal regulations
- Review and provide technical assistance for monitoring and reporting of Title I program
- Present on Title I schoolwide programs by providing information sessions and trainings
- Review schoolwide plans, program improvement plans, and revisions to plans annually
- Coordinate partnership with ND PIRC and Title I for parental involvement projects
- Provide written correspondence to school administrators regarding issues
- Hold portfolios for parent involvement, LEP for Title I, RTI/PBS, NDMILE, and SIG
- Assist with School Support Team initiatives, conference calls, webinar sessions
- Review and revise all information, guidance, and websites for schoolwide programs, school choice, and parent involvement
- Supervisory responsibilities for administrative assistant.
- Use of excellent written and verbal communication skills.
- Work experience in writing and delivering presentation and resource materials.
- Program management experience.
- Experience working with school districts.

**Department of Public Instruction**
600 E. Blvd. Ave., Bismarck, ND 58505-0440
Title: Program Administrator Title I/Homeless　　From Date: 07/15/2008 To: 10/15/2008
Starting Salary: 3082 / MTH　　　　　　　　　　Ending Salary: 3082/MTH
Supervisor: Laurie Matzke　　　　　　　　　　　Phone: 7013282284

Job Duties:

- Prepare and disseminate program guidelines, proposals, reports, and grant awards
- Review and rank application proposals to Director for approval
- Prepare grant awards to Homeless sites
- Provide technical assistance to local sites
- Interpret federal and state regulations
- Analyze and report data
- Attend local, state, and national meetings/conferences concerning Homeless issues
- Hold portfolios for parent involvement and LEP for Title I
- Review consolidated applications for Title I
- Review program improvement applications
- Oversee National Distinguished Schools Program and Committee of Practitioners
- Assist with School Support Team initiatives and conference calls
- Review, analyze, and interpret Title I statues, regulations, and policies
- Monitor Homeless and Title I programs for compliance and use of funds
- Use of excellent written and verbal communication skills.
- Work experience in writing and delivering presentation and resource materials.
- Program management experience.
- Experience working with school districts

**Smee School District**
PO Box B, Wakpala, SD 57658
Title: Federal Programs Director/Grant Writer        From Date: 08/15/2007 To: 7/1/2008
Starting Salary: 36,000 / YR                                    Ending Salary: 36,000/YR
Supervisor: Keith McVay                                        Phone: 6058453040
Job Duties:

- Maintain grant budgets on spreadsheets and request funding per policies and procedures
- Write grants and maintain budgets within deadlines
- Collect student and staff data annually
- Public speaking and develop training materials
- Follow all grant guidelines and regulations for budgeting, spending, and hiring
- Supervise and evaluate all staff funded by federal programs
- Provide and attend continuing education to meet federal program requirements
- Project planning, implementation, and evaluation
- Coordinate and implement all student testing per state requirements
- Work effectively in team oriented environment
- Team Leader for Admin Team/Leadership Team/Data Technology Team.
- School Improvement Coordinator/Program Management
- Coordinate and implement professional development for staff as needed.
- Research on internet, use of email, and use of Microsoft Office
- Use of excellent written and verbal communication skills.
- Work experience in writing and delivering presentation and resource materials.
- Program management experience.
- Experience working with school districts.

**Bismarck State College**
1500 Edwards Ave, Bismarck, ND 58501
Title: Accounts Payable Associate                From: 01/06/2005 To: 8/10/2007
Starting Salary: 19,600 / YR                          Current Salary: 24,270 / YR
Supervisor: Greg Ross                                   Phone: 7012242427
Job Duties:

- Data Entry/Accounts Payables/IRS Reporting-1099s & W-9s/Maintain Filing System

- Communication oral & written/Resolve Conflicts
- Maintain Accounting System: PeopleSoft/Vendor Registry
- Balance statements, Process Checks, and Spreadsheets
- Supervise/Evaluate Work Study Student

**Norman Public Schools**
131 South Flood, Norman, OK
Title: Federal Programs Bookkeeper        From: 05/28/2004 To: 12/19/2004
Starting Salary: 18000 / YR             Ending Salary: 18000 / YR
Supervisor: Carol Cawyer                Phone: 4053665868
Job Duties:

- Account for grant budgets on software system and spreadsheets
- Process all grant expenditures/Purchase Orders/Payables
- Assist with grant writing and budgeting of all federal programs
- Maintain account system OCAS and AS400 database

**McLaughlin School District**
PO Box 880, McLaughlin, SD 57642
Title: Asst. Federal Programs Director    From Date: 01/05/2000 To: 05/21/2004
Starting Salary: 16500 / YR             Ending Salary: 13.72 / HR
Supervisor: Tom Frankenhoff             Phone: 6058234484
Job Duties:

- Maintain student information database
- Maintain grant budgets on spreadsheets and request funding per policies and procedures
- Submit grant applications and budgets within deadlines
- Collect student and staff data annually
- Public speaking and develop training materials
- Follow all grant guidelines and regulations for budgeting, spending, and hiring
- Supervise and evaluate all staff funded by federal programs
- Provide and attend continuing education to meet federal program requirements
- Project planning, implementation, and evaluation

**Wells Fargo (Norwest) Bank**
405 South Main, Mobridge, SD
Title: Bank Teller                      From: 07/15/1997 To: 12/30/1999
Starting Salary: 6.50 / HR              Ending Salary: 7.70 / HR
Supervisor: Carol Zimosky               Phone: 6058453651
Job Duties:

- Good positive customer service skills/Maintain confidentiality
- Process all business and personal transactions of accounts
- Balance, maintain, and repair all ATM transactions
- Process wire transfers between banks/Provide back up for vault teller
- Public speaking and sales
- Follow and meet all rules and regulations

**Prairie Knights Casino**
7932 Highway 24, Fort Yates, ND
Title: Cashier                          From: 11/10/1995 To: 07/03/1997
Starting Salary: 8.50 / HR              Ending Salary: 9.50 / HR
Supervisor: Cheryl Feist                Phone: 7018547777
Job Duties:

- Excellent customer service skills
- Accountable for cash and paper transactions
- Knowledge of policies, procedures, rules, and regulations
- Count all cash and coin in window
- Document all transactions for federal requirements
- Work in stressful fast-paced environment

**SUMMARY/DESCRIPTION**

My educational experience is diversified with a Bachelors of University Studies with concentrations in Business and Health Care. My Master's In Management Degree exemplifies my knowledge of management in the areas of leadership, finance, human resources, marketing, and communication. Due to my work experience and continued education, my leadership, communication, and conflict resolution skills are mature and dynamic. I have an extensive background in working with various computer programs, spreadsheets, databases, ipads, and Microsoft Office. I enjoy exploring new opportunities and challenges. I have experience in monitoring federal and state rules and regulations to meet compliance, planning and implementation, providing technical assistance, school leadership, and coaching. I have led multiple projects, collaborative partnerships, and supervise employees. My work ethic is to foster a positive attitude, work smarter, pay attention to detail, and meet deadlines. I am a professional person with excellent communication skills, dependable and enjoy professional learning opportunities. I enjoy working in a positive work environment that offers flexibility and creativity.

**REFERENCES**

| | | | |
|---|---|---|---|
| Peg Portchellar | Parachute, CO | 81635 | 720-480-8688 |
| Lodee Arnold | Wilton, ND | 58503 | 701-220-5901 |
| Dave Steckler | Mandan, ND | 58554 | 701-663-4202 |
| Miranda Grayson | Bismarck, ND | 58501 | 701-202-1249 |

**Appendix 11. SRCL Logic Model**

# ND *Striving Readers Comprehensive Literacy Program* Evaluation Logic Model

| Participants | Resources | Primary Outputs | Outcomes | Impact |
|---|---|---|---|---|
| ▪ ND children between birth and Grade 12<br>▪ LEAs and/or ECPs serving:<br>  • 40% of students from low-income families<br>  • High concentrations of Native American students at risk of school failure<br>  • High numbers of students not meeting literacy standards in grades 3, 5, and 8 based on the ND State Assessments<br>  • High concentrations of Disadvantaged Children showing below level literacy proficiencies | ▪ North Dakota Department of Public Instruction<br>▪ North Dakota Head Start Collaboration Office<br>▪ Child Care Aware<br>▪ ND State Literacy Team<br>▪ Tribal college faculty<br>▪ Bureau of Indian Education<br>▪ Title I Committee of Practitioners<br>▪ Local Education Authorities<br>▪ North Dakota's Multi-Tier System of Supports (NDMTSS) | ▪ SCRL subgrantee applicants and overall award process:<br>  o Overall scores, student demographics, needs assessments, needs identified, demographics, personnel qualification, professional development, competitive priorities, available resources,<br>▪ SCRL professional development & support: training, monitoring, delivery hours, quality<br>▪ SCRL program implementation measures:<br>  o Adherence: amount intervention is implemented as intended<br>  o Dosage: amount of implementation activities<br>  o Exposure: amount of delivery hours<br>  o Differentiation: student characteristics & instruction techniques used<br>  o Quality: teacher behaviors, instruction practices, classroom quality<br>  o Child responsiveness: amount of engagement in intervention components<br>▪ SCRL program demographics<br>  o Students: age/grade, race, ethnicity, poverty, English Learners (ELs), children with disabilities<br>  o Teachers & Coaches: age, race, ethnicity, education, professional experience<br>  o Training: amount of training, monitoring & evaluation of instructional practice, # of delivery hours, measures of dosage, quality of coaching, | ▪ Program impact on student outcomes:<br>  o 0-3 Observation Instrument: Teaching Strategies Gold<br>  o 4-5 Measure: Teaching Strategies Gold<br>  o Yearly measure K- 12th grade: MAP Skills/NWEA<br>  o Yearly measure Middle to High School: MAP Skills<br>  o Subgrantee specific outcomes<br><br>  o Greater numbers of students score proficient on 3rd, 5th, and 8th Grade state reading assessments<br>  o Greater number students graduate from high school "Choice Ready"<br>  o Greater number of EC students enter kindergarten literacy ready<br>▪ Program impact on educators:<br>  o Improved professional development availability<br>  o Improved quality of literacy instruction<br>  o Improved literacy resources availability | ▪ Integrated and aligned ND literacy resources & policies<br>▪ More efficacious literacy instruction across ND<br>▪ More literate population across ND<br>▪ Higher graduation rates<br>▪ Being more Choice Ready (College Ready, Career Ready, Military Ready) |

**Literacy Interventions**

▪ LEAs/ECPs implement comprehensive literacy programs between B-G12 with moderate or strong evidence with emphasis on alignment to the State Literacy Plan, based on local needs assessment, having a local literacy plan, PD, CPI, supplement not supplant, with required evaluation and tracking outcomes

# Appendix 12. Letters of Support

| Organization |
| --- |
| Bismarck Public Schools |
| Lewis & Clark Elementary School |
| North Dakota Head Start |
| Minot State University |

**NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION**

**bps BISMARCK
PUBLIC SCHOOLS**
*College, career, community ready*

806 N Washington Street
Bismarck, ND 58501
701.323.4000
701.323.4001 (Fax)
www.bismarckschools.org

June 30, 2017

Peg Wagner, SRCL Grant Manager
Office of Academic Support
North Dakota Department of Public Instruction
600 East Blvd. Ave. Dept 201
Bismarck, ND 58505

Dear Ms. Wagner,

Thank you for the opportunity to share the successful partnership between North Dakota Department of
Public Instruction (NDDPI) and the Bismarck School District.

The NDDPI is submitting a federal application for the Striving Readers Comprehensive Literacy Grant
CFDA 84.371C. The department is committed to literacy for all North Dakota children, from birth – grade
twelve.

The NDDPI propose an ambitious, yet achievable plan to implement early language and literacy
interventions, with fidelity and differentiation of instruction for children from birth to age five, kindergarten
through grade five, and middle and high school.

The state's overall goal for the Striving Reader's Comprehensive Literacy Grant is that North Dakota will
integrate and align resources and policies to support North Dakota school districts, early care and
education programs for children, particularly disadvantaged children, to be ready to succeed in school
and in life. These are achievable goals aligned to the Bismarck School District's literacy plan.

The Bismarck School District supports the NDDPI, Office of Academic Support's application for the
Striving Readers Comprehensive Literacy Grant.

Sincerely,

Tina Pletan

Elementary Literacy Staff Developer
Bismarck Public Schools
701-323-4052
tina_pletan@bismarckschools.org

**LEWIS & CLARK ELEMENTARY**
1729 16th Street South
Fargo, ND 58103
701.446.4800 • **FAX:** 701.446.4899
www.fargo.k12.nd.us/lewis&clark

**Mr. Jason Cresap**, *Principal* • 701.446.4804
**Mrs. Cheryl Janssen**, *Assistant Principal* • 701.446.4805
**Mrs. Jane Gunderson**, *Administrative Assistant* • 701.446.4806

June 29, 2017

Peg Wagner, SRCL Grant Manager
Office of Academic Support
North Dakota Department of Public Instruction
600 East Blvd. Ave. Dept 201
Bismarck, ND 58505

Dear Ms. Wagner,

Thank you for the opportunity to share the successful partnership between North Dakota Department of Public Instruction (NDDPI) and the Fargo Public School district.

The NDDPI is submitting a federal application for the Striving Readers Comprehensive Literacy Grant CFDA 84.371C. The department is committed to literacy for all North Dakota children, from birth – grade twelve.

The NDDPI propose an ambitious, yet achievable plan to implement early language and literacy interventions, with fidelity and differentiation of instruction for children from birth to age five, kindergarten through grade five, and middle and high school.

The state's overall goal for the Striving Reader's Comprehensive Literacy Grant is that North Dakota will integrate and align resources and policies to support North Dakota school districts, early care and education programs for children, particularly disadvantaged children, to be ready to succeed in school and in life. These are achievable goals aligned to the Fargo Public Schools literacy plan.

Fargo Public Schools supports the NDDPI, Office of Academic Support's application for the Striving Readers Comprehensive Literacy Grant.

Sincerely,


Lori Nappe
ELPAC Member
EL Teacher – L&C Elementary
Fargo Public Schools

**North Dakota HEAD START Association**

Allison Dybing-Driessen, President
1401 College Drive North
Devils Lake, ND 58301
701-665-4431
allison.driessen@k12.nd.us

June 29, 2017

Peg Wagner, SRCL Grant Manager
Office of Academic Support
North Dakota Department of Public Instruction
600 East Blvd. Ave. Dept 201
Bismarck, ND 58505

Dear Ms. Wagner,

Thank you for the opportunity to share the successful partnership between North Dakota Department of Public Instruction (NDDPI) and ND Head Start and Early Head Start programs.

The NDDPI is submitting a federal application for the Striving Readers Comprehensive Literacy Grant CFDA 84.371C. The department is committed to literacy for all North Dakota children, from birth – grade twelve.

The NDDPI propose an ambitious, yet achievable plan to implement early language and literacy interventions, with fidelity and differentiation of instruction for children from birth to age five, kindergarten through grade five, and middle and high school.

The state's overall goal for the Striving Reader's Comprehensive Literacy Grant is that North Dakota will integrate and align resources and policies to support North Dakota school districts, early care and education programs for children, particularly disadvantaged children, to be ready to succeed in school and in life. These are achievable goals aligned to the Head Start and Early Head Start literacy plans.

Children's vocabulary skills are linked to their economic backgrounds. By 3 years of age, there is a 30 million word gap between children from the wealthiest and poorest families. A recent study shows that the vocabulary gap is evident in toddlers. By 18 months, children in different socio-economic groups display dramatic differences in their vocabularies. By 2 years, the disparity in vocabulary development has grown significantly. The implementation of early language and literacy interventions through the Striving Readers Comprehensive Literacy Grant will support the work of Head Start and Early Head Start Programs to eliminate this inequality.

The North Dakota Head Start Association supports the NDDPI, Office of Academic Support's application for the Striving Readers Comprehensive Literacy Grant.

Sincerely,

Allison Driessen

Allison Dybing-Driessen, President
North Dakota Head Start Association

**A positive voice, a powerful advocate, and promoter of quality programs for children and families.**

June 30, 2017

Peg Wagner, SRCL Grant Manager
Office of Academic Support
North Dakota Department of Public Instruction
600 East Blvd. Ave., Dept. 201
Bismarck, ND 58505

Dear Ms. Wagner,

Thank you for the opportunity to share the successful partnership between North Dakota Department of Public Instruction (NDDPI) and the Minot State University Teacher Education program.

The NDDPI is submitting a federal application for the Striving Readers Comprehensive Literacy Grant CFDA 84.371C. The department is committed to literacy for all North Dakota children, from birth – grade twelve.

The NDDPI propose an ambitious, yet achievable plan to implement early language and literacy interventions, with fidelity and differentiation of instruction for children from birth to age five, kindergarten through grade five, and middle and high school.

The state's overall goal for the Striving Reader's Comprehensive Literacy Grant is that North Dakota will integrate and align resources and policies to support North Dakota school districts, early care and education programs for children, particularly disadvantaged children, to be ready to succeed in school and in life. These are achievable goals aligned to the InTASC Standards for pre-service teachers entering the field of Birth to Grade 12 education.

The administration and staff of Minot State University Teacher Education Program supports the NDDPI, Office of Academic Support's application for the Striving Readers Comprehensive Literacy Grant.

Sincerely,

Leslee Thorpe

Leslee Thorpe, ECE Coordinator
Teacher Education and Human Performance
Minot State University
500 University Avenue West
Minot, North Dakota 58707
Office: (701) 858-3153

# Appendix 13. Assessing the Evidence[12]

The Striving Readers program requires that literacy improvement plans be based on a needs assessment and include a comprehensive literacy instruction program based on strong or moderate evidence. One of the most challenging steps for many subgrantees will be evaluating the research that they collect to determine whether the proposed comprehensive literacy program is supported by either strong or moderate evidence. This appendix provides some general guidance on how to determine the level of evidence for a study.

Applicants should choose evidence-based interventions that best meet the needs identified in the school-level needs assessment and that address the root causes of underperformance and achievement gaps. While the level of evidence should be as strong as possible, it is just as important that the strategies and interventions meet the needs identified in step one. In addition, the guidance encourages applicants to look at the overall body of relevant evidence rather than just one study when selecting interventions. Moreover, the evidence base should reflect a preponderance of statistically significant, positive effects rather than statistically significant, negative effects.

## Selecting Relevant, Evidence-Based Comprehensive Literacy Instruction Programs

To be considered for an award under the Striving Readers program, subgrantees will be required to demonstrate the comprehensive literacy instruction program(s) they propose are supported by strong or moderate evidence. By using rigorous and relevant evidence and assessing the local capacity to implement the intervention (e.g., funding, staff, staff skills, stakeholder support), subgrantees are more likely to implement the comprehensive literacy instruction program(s) successfully. Those concepts are briefly discussed below:

- While ESEA requires "at least one study" on an intervention to provide strong evidence or moderate evidence, subgrantees should consider the entire body of relevant evidence.
- The relevance of the evidence – specifically the setting (e.g., elementary school) and/or population (e.g., students with disabilities, English Learners) of the evidence – may predict how well an evidence-based intervention will work in a local context. Subgrantees should look for interventions supported by strong evidence or moderate evidence in a similar setting and/or population standards to review evidence of effectiveness on a wide range of interventions and to the ones being served.
- Local capacity also helps predict the success of an intervention, so the available funding, staff resources, staff skills, and support for interventions should be considered when selecting an evidence-based intervention.

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[12] Note. Adapted from "An LEA Guide for Identifying Evidence-Based Interventions for School Improvement," by L. Lee, J. Hughes, K. Smith, & Foorman, B., 2016, Florida Center for Reading Research. http://www.fcrr.org/documents/essa/essa_guide_lea.pdf

- Some questions to consider about using evidence:
    1. Are there any interventions supported by *strong evidence* or *moderate evidence*?
    2. What do most studies on this intervention find? Does the intervention have positive and statistically significant effects on important student or other *relevant outcomes*, or are there null, negative, or not statistically significant findings?
    3. Were studies conducted in settings and with populations relevant to the local context (e.g., students with disabilities, English Learners)?
    4. How can the success of the intervention be measured?

*Figure 1. Resources for Assessing Evidence*

What Works Clearinghouse
•https://ies.ed.gov/ncee/wwc/

Evidence for ESSA
•https://www.evidenceforessa.org

The Iris Center
•https://iris.peabody.vanderbilt.edu

Best Evidence Encyclopedia
•http://www.bestevidence.org

- Some questions to consider about local capacity:
    1. What resources are required to implement this intervention?
    2. Will the potential impact of this intervention justify the costs, or are there more cost-effective interventions that will accomplish the same outcomes?
    3. What is the local capacity to implement this intervention? Are there available funds? Do staff have the needed skills? Is there buy-in for the intervention?
    4. How does this intervention fit into larger strategic goals and other existing efforts?
    5. How will this intervention be sustained over time?

This appendix provides some general guidance on how to determine the level of evidence for a study and details the process for accessing and utilizing peer-reviewed research in assessing the strength of evidence supporting comprehensive literacy instruction programs. In addition, many organizations exist that can help subgrantees with support in evaluating research. Federally funded organizations such as the Regional Comprehensive Centers are well-suited to provide this kind of support. Applicants can partner with universities that have centers and individual faculty with expertise in these topics. The National Network of Education Research–Practice Partnerships can provide support to applicants that want to explore these kinds of research–practice partnerships.

One of the first steps in reviewing any research is to check one of the research guides in Figure 1 to see if the comprehensive literacy instruction program has been rated. However, even if a comprehensive literacy program has not been rated by a literacy research organization, it is still possible to determine the appropriate level of evidence. In this circumstance, applicants can independently research the comprehensive literacy program to assess the level of evidence supporting the program. To collect the research necessary to identify strong and moderate evidence-based comprehensive literacy instruction programs, team members should search professional educational journals and websites of reputable organizations. Some data-bases and websites to consider are described in Figure 2.

*Figure 2. Resources for Collecting Research*

To collect the research necessary to identify strong and moderate evidence-based comprehensive literacy instruction programs, team members should search professional educational journals and websites of reputable organizations. Some data- bases and websites to consider include:

| Resource | URL |
|---|---|
| ERIC | http://eric.ed.gov |
| Institute of Education Sciences Resources | http://ies.ed.gov |
| Blueprints for Healthy Youth Development Database | http://blueprintsprograms.com |
| Reading First Clearinghouse | http://pewtrusts.org/en/research-and-analysis/issue-briefs/2014/09/results-rst-clearinghouse-database |
| JSTOR | http://jstor.org/action/showAdvancedSearch |
| Google Scholar | http://google.com/scholar |

## What are the ESSA levels of evidence?

ESSA recognizes four levels of evidence; however, only applicants proposing a comprehensive literacy intervention programs supported by strong and moderate evidence will be considered for an award under the Striving Readers program. This section will focus the strong and moderate levels of evidence so that subgrantees can apply them to research in selecting a comprehensive literacy instruction intervention. To be considered for an award under the Striving Readers Program, subgrantees will be required to demonstrate that their proposed comprehensive literacy instruction program is supported by strong or moderate evidence. A summary of strong and moderate levels of evidence is shown in Figure 3

For strong and moderate levels of evidence, the research studies must demonstrate a "statistically significant effect on improving student outcomes or other relevant outcomes." Statistically significant means that the difference observed in the study is not likely due to chance. Implied by this requirement is that the results are positive and not overridden by statistically significant negative results from other studies with moderate or strong levels of evidence. In many cases,

multiple studies of the same intervention will yield different results and it is possible that some could be positive and others negative while all still being statistically significant.

A result can be statistically significant but not substantively important. That is, a positive effect can be statistically significant but the effect may be so small as to be unimportant in practical terms. The impact is often described as an effect size, which is the magnitude of the difference between intervention groups measured as the proportion of a standard deviation. For example, an effect size of 0.25 means that an average student in one intervention group

*Figure 3. Strong and Moderate Evidence*

| Strong Evidence | Moderate Evidence |
|---|---|
| Based on at least one well -designed and well-implemented experimental study | Based on at least one well-designed and well-implemented quasi-experimental study |
| Both demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes | |

would be expected to have scored 0.25 standard deviation more had they participated in the other intervention group. The WWC considers an effect size of greater than or equal to 0.25 to be a substantively important difference. While not specifically required under ESSA, it is strongly recommended that when reviewing research, the effect size should be considered along with the statistical significance.

In addition, strong and moderate evidence levels each expect that the studies have large and multi-site samples and that the samples reflect populations or settings similar to those proposed to receive the intervention. These are critical considerations. A well-designed study with strong evidence for an intervention for early grade students may not be suitable for adolescents. Similarly, an intervention from a study conducted in an urban school may not be appropriate for a rural school. Ensuring that the sample was large, from multiple sites, and similar to the target population will increase the chances of success.

### Experiments

To qualify as an experiment, there must be some factor that is manipulated. This is called the *treatment* and could be a curriculum, a teaching strategy, a school policy, or anything similar. For example, a district might implement a new math intervention. This would be provided to some students at some schools but not to others. Thus, an educational aspect is changed for some individuals and held constant for others. The students (or teachers or schools) that receive the intervention or are part of the factor that is manipulated are the *experimental* or *treatment* group (and possibly a comparison group). Those for whom instruction is unchanged are part of the *control* group. Note, however, that random assignment is particularly critical. Whenever two

different groups receive different treatments, changes in outcomes could be a result of the different treatment but also because of differences in the groups. For example, if a school wanted to test a new reading program it might decide to give some classrooms the new program but other classrooms use the original reading program. This creates two groups to compare but if the

*Figure 4. Essential Components of Experimental Design*
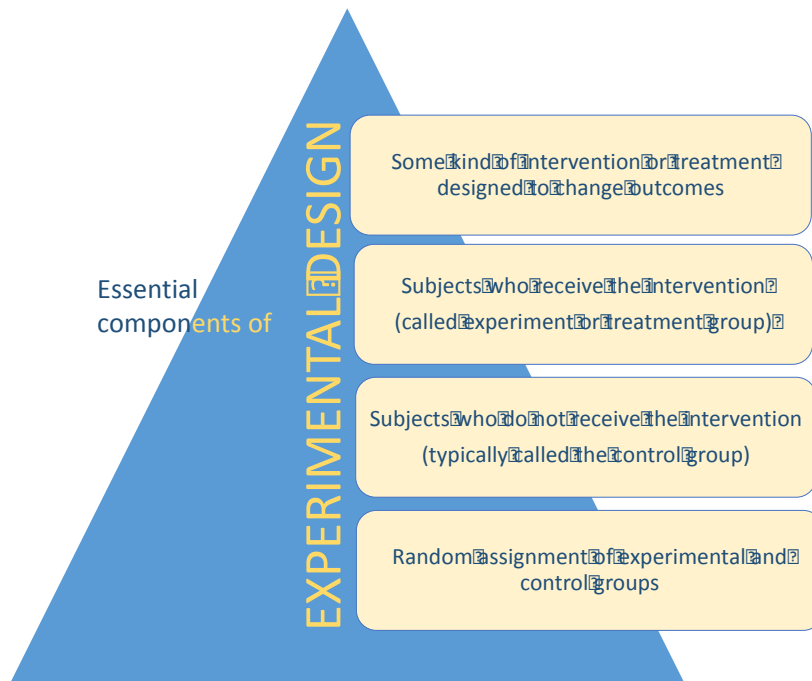
students in the classes are different (maybe one group is more advanced than the other), differences in outcomes might be due to differences in the students and not the new program. The best way to overcome this risk is to randomly assign students (or teachers or schools) to either the treatment or control group. True random assignment helps ensure that the two groups are likely to be like each other and that any

**EXPERIMENTAL DESIGN**

Essential components of

- Some kind of intervention or treatment designed to change outcomes
- Subjects who receive the intervention (called experiment or treatment group)
- Subjects who do not receive the intervention (typically called the control group)
- Random assignment of experimental and control groups

differences in outcomes are due to the treatment and not to differences between the subjects in the two groups. See Figure 4 for a summary of the essential components of experimental design.
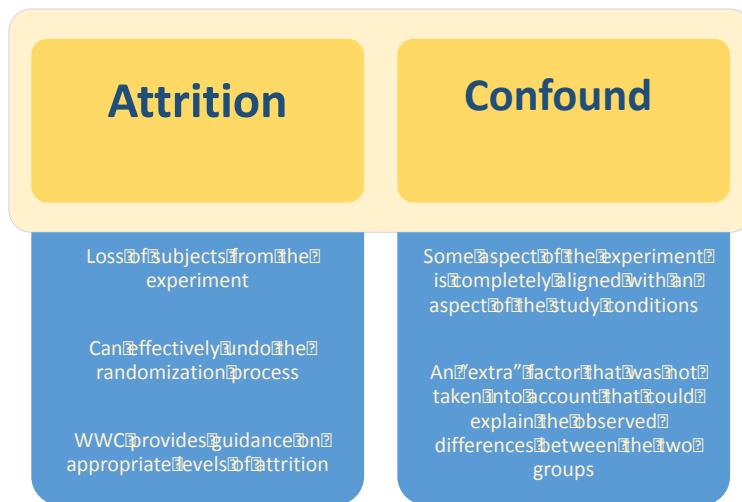
Whether an experiment is well-designed and well-executed is not simple to determine. There are numerous factors that could weaken confidence in an experiment's results, more than can be described here. Readers should look at resources such as the What Works Clearinghouse, which has developed standards to help judge the level of rigor for many educational studies.

For this guide, there are two critical limitations to focus on that can help identify studies that were not well designed or well executed. The first limitation is *attrition*. Attrition is the loss of subjects from the experiment. Even if the subjects are randomly assigned at the beginning, if enough members of either group leave the experiment, it can effectively undo the randomization process. The individuals who leave are likely to differ from those who stay, and, thus, if enough leave the results could be biased. The WWC provides guidance on appropriate levels of attrition.

The second limitation is any kind of *confound*. A confound occurs when some aspect of the experiment is completely aligned with one aspect of the study conditions, even if all subjects were randomly assigned. A confound can be thought of as an "extra" factor that was not considered that could explain the observed differences between the two groups. The most common confound occurs when there is only one unit (that is, teacher, classroom, school, or district) assigned to each group. For example, consider two classrooms taught by different teachers. One classroom comprises the intervention group and the other comprises the control group (Figure 5).

*Figure 5. Limitations of Studies Not Well Designed*

| Attrition | Confound |
|---|---|
| Loss of subjects from the experiment | Some aspect of the experiment is completely aligned with an aspect of the study conditions |
| Can effectively undo the randomization process | An "extra" factor that was not taken into account that could explain the observed differences between the two groups |
| WWC provides guidance on appropriate levels of attrition | |

The teachers could be randomly assigned to the treatment or control conditions but there would still be a confound because there was only one teacher in each condition. If the study found that the intervention classroom performed better than the control classroom, an alternative explanation for the observed difference could be related to differences between the classroom teachers and not the intervention. Another example of a confound is overalignment of the outcome measure and the intervention. If the outcome measure is a direct measure of the intervention, then the results are confounded. An intervention that teaches specific spelling words and then measures the results with a test of those same words would be overaligned. Inclusion of a norm-referenced spelling test would be necessary to prove the intervention's effectiveness beyond a taught spelling list. Like an experimental design, a regression discontinuity design (RDD) can meet WWC standards without reservations and can be considered strong evidence. An RDD determines causal impacts by examining interventions that occur just above and below a cut-o of some kind. In these cases, the cut-off, such as a cut-score on a test, splits the population of interest into two groups that can be compared. The logic is that subjects just above and just below the cut-off are likely very similar and so can be compared. An RDD study must meet several requirements to qualify as strong evidence, including establishing the equivalence between the two groups and avoiding confounds.

Summary of key things to look for in an experimental design:
- Control group that doesn't receive the treatment,
- Experimental of treatment group,
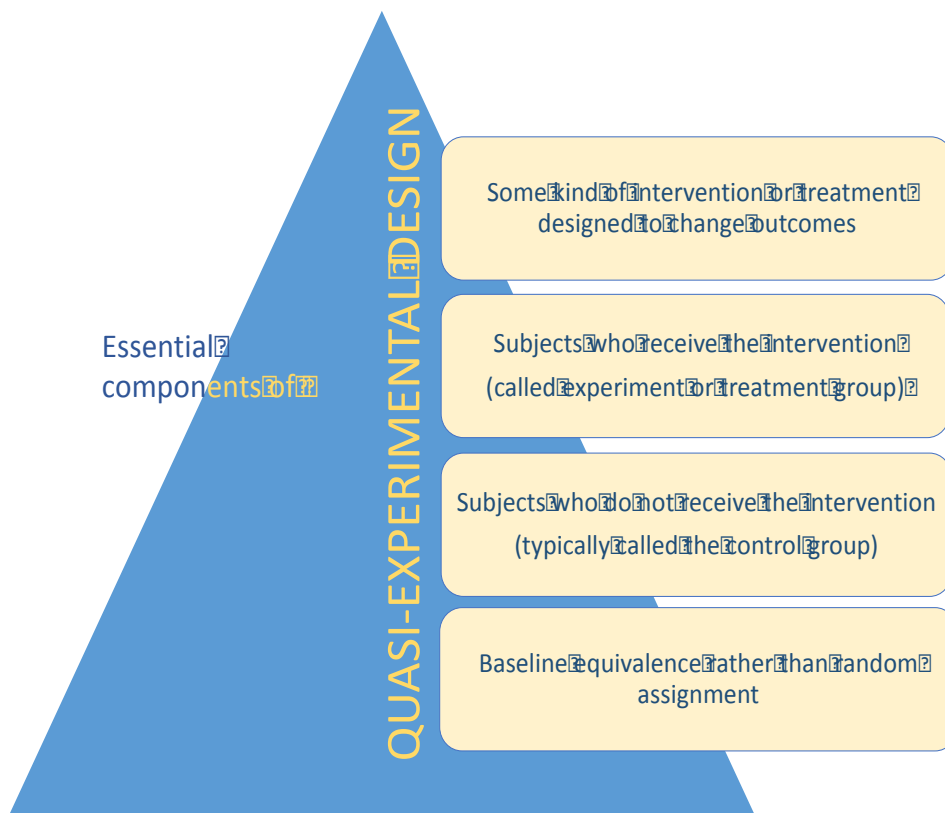- Absence of confounds,
- Meets WWC standards without reservation.

- low attrition
- groups formed by random assignment or discontinuity

## What is moderate evidence?

Moderate evidence is based on at least one study using a quasi-experimental design (QED). What is the difference between an experiment and a quasi-experiment? The major difference is that a QED lacks random assignment of subjects to groups and instead, a QED leverages some natural change, such as implementation of a new program, to create treatment and control groups (see Figure 6). QED studies are common because many educational policies and practices are implemented across the board or with a small pilot group that was not randomly assigned. For example, a few school principals might volunteer their schools to participate in a new initiative.

*Figure 6. Essential Components of Quasi-Experimental Design*



Essential components of

QUASI-EXPERIMENTAL DESIGN

Some kind of intervention or treatment designed to change outcomes

Subjects who receive the intervention (called experiment or treatment group)

Subjects who do not receive the intervention (typically called the control group)

Baseline equivalence rather than random assignment

Results from those schools might then be compared to schools that did not volunteer. This creates a *treatment* and a *control* group but lacks random assignment. As noted above, when subjects are not randomly assigned it increases the risk that 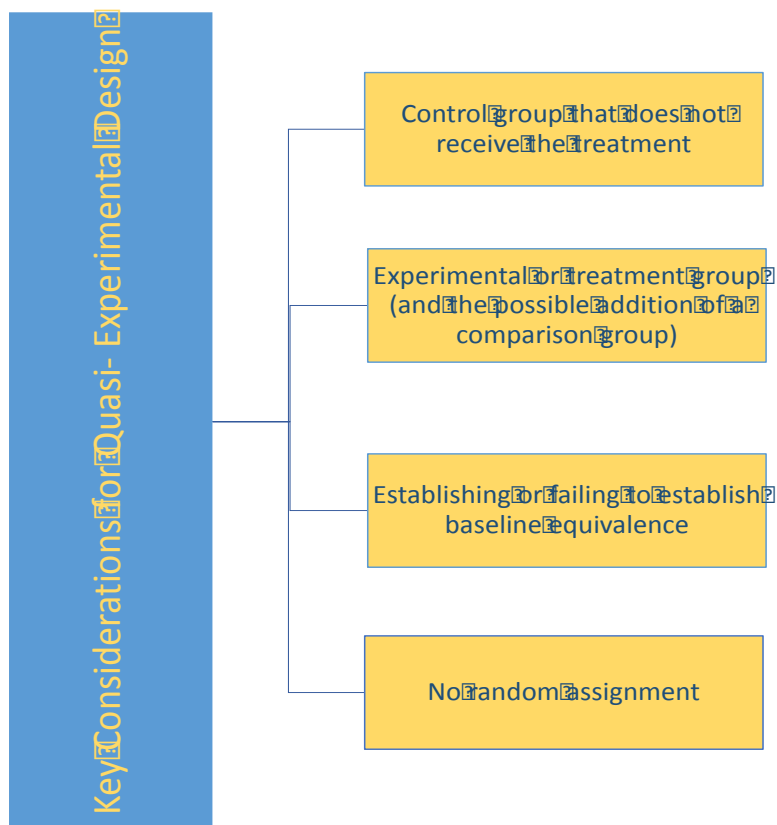any observed differences in outcomes are due to other factors. In this example one might wonder if the principals who volunteered were especially excited or interested in the intervention, or perhaps more creative leaders, and that it was their leadership and interest that drove changes in outcomes. A common QED is to compare changes in the pre-test and post-test scores for students in two different groups. This looks like an experiment except that the two groups were not randomly assigned. The researchers would try to select groups that are similar on key criteria, such as English learner status or economic status,

so that the groups can be compared. A related approach is to statistically match students. One way this is done is by taking each student who received an intervention and finding a statistical "twin" who did not receive the intervention and then comparing results.   As with experiments, deciding whether a QED is well-designed and well-executed is not simple to determine. Again, readers should look at resources such as the What Works Clearinghouse, which provides information about the level of rigor for many educational studies. A study that meets WWC standards with reservations qualifies as moderate evidence. Note that an RDD is a type of quasi-experimental design but it can still meet WWC standards without reservations and thus potentially can qualify as strong evidence.

### Baseline Equivalence

Perhaps the single most critical factor to consider in a QED is whether the study established *baseline equivalence* between the two groups. As noted above, experiments use random assignment to try to ensure that the two groups studied are as equal as possible and often include pretest scores as covariates to improve analytic precision. Without random assignment, researchers use other ways to ensure that groups are similar, such as comparing them on key variables like race, economic status, and test scores. Verifying that two groups are comparable on pre-test scores is an excellent way to establish baseline equivalence.

*Figure 7. Key Considerations for Quasi-Experimental Design*

**Key Considerations for Quasi- Experimental Design**

- Control group that does not receive the treatment
- Experimental or treatment group (and the possible addition of a comparison group)
- Establishing or failing to establish baseline equivalence
- No random assignment

Without randomized assignment, there will remain a concern about unobservable group differences that weaken confidence in the results. For example, two students with the same pre-test scores could have very different levels of motivation, which could in turn result in one improving more than another. Concerns about unobserved differences are why even a well-executed QED is rated as only having moderate evidence.

Summary of key things to look for:

- Experimental or treatment group (and the possible addition of a comparison group),
- Control group,
- Establishing or failing to establish baseline equivalence,
- No random assignment.

## Appendix 14. Sustainability Plan

| Objectives | Sustainability Activities | Barriers/Plans | Results/Indicators |
|---|---|---|---|
| Strengthen linkages to sustain NDSRCLP | ▪ Assess structure<br>▪ Strategically build linkages for program<br>▪ Evaluate & reassess | ▪ Actions may compete with existing programs<br>▪ Build a community-wide sustainability perspective | ▪ # of new linkages created<br>▪ Documentation of the plans |
| Strengthen leadership actions to sustain NDSRCLP | ▪ Assess existing roles of program advocates<br>▪ Cultivate additional leaders<br>▪ Build new relationships | ▪ Planning requires time & effort<br>▪ Provide specifics to create a time efficient process | ▪ Documentation of actions taken<br>▪ Identified linkages between leaders & stakeholders |
| Increase or maintain resources to sustain NDSRCLP at the local levels | ▪ Assess resources available<br>▪ Develop a resource acquisition plan<br>▪ Build stronger awareness of program | ▪ Responsible staff must be able to assess resources<br>▪ Utilize expertise of NDDPI in collaboration in managing other programs of this magnitude | ▪ Documented plan for resource development<br>▪ # of new resources identified/ obtained |
| Build expertise to sustain literacy programs | ▪ Assess & build upon existing level of expertise | ▪ Requires time/effort<br>▪ Devote program time toward building expertise | ▪ # of teachers & staff trained in model |
| Increase program alignment with stakeholder needs | ▪ Assess local needs & the perceived effectiveness, compatibility & benefit of the literacy program | ▪ Time required to build buy-in from key stakeholders<br>▪ Involve stakeholders in all aspects of process | ▪ Documentation of alignment & perceived impact |
| Maintain positive relationships among the program's key stakeholders | ▪ Identify new stakeholders<br>▪ Assess network among stakeholders<br>▪ Develop plan to promote relationships with stakeholders | ▪ Access to key stakeholders can be challenging<br>▪ Plan activities to promote more contact with stakeholders | ▪ # of new stakeholders<br>▪ Documentation of plan to promote relationships with stakeholders |

| Objectives | Sustainability Activities | Barriers/Plans | Results/Indicators |
|---|---|---|---|
| Ensure fidelity of implementation to the program model | <ul><li>Routinely assess fidelity of implementation</li><li>Develop plan to utilize process results</li></ul> | <ul><li>Limited resources for process evaluation</li><li>Add appropriate support from program staff, look for additional funding</li></ul> | <ul><li>Documentation of process evaluation results, improved implementation</li></ul> |
| Study literacy program effectiveness & outcomes | <ul><li>Assess outcomes & impact</li><li>Develop a plan to utilize outcome results</li></ul> | <ul><li>Limited resources for evaluation</li><li>Allocate sufficient funds for outcome evaluation</li></ul> | <ul><li>-Documentation of outcome evaluation, improved implementation</li></ul> |
| Dissemination of results at the local, state, national levels | <ul><li>Present outcomes & lessons learned through posters & presentations</li><li>Publish articles in scholarly journals</li><li>Present outcomes to potential funders</li></ul> | <ul><li>Cannot present outcomes until after analyses are complete</li><li>Begin dissemination with earliest process-related lessons learned</li></ul> | <ul><li># of articles submitted to scholarly journals</li><li># of conference presentations</li><li># of new funders engaged</li></ul> |

## Appendix 15. Professional Development Topics

To provide support for LEAs, ECPs, or LEAs partnering with ECPs applying for the NDSRCL, the NDDPI Administration Team will offer both region trainings and webinars on the topics listed below for applicants interested in applying for a subgrant.

| Title | Goal Area | Timeline | Provider | Type of Training | Audience | Cost Breakdown | Total Cost |
|-------|-----------|----------|----------|------------------|----------|----------------|------------|
| Applicants | | Year | | | | | |
| Eligibility, Budgeting, School Selection & Formation of Site-based Literacy Team | Applications | 1 | NDDPI | Regional ¼ day and Webinar | ▪ Potential Applicants | 4 regional trainings provided by the NDDPI | |
| Conducting a Comprehensive Needs Assessment & Developing a Site-based Literacy Plan | Applications | 1 | NDDPI | Regional ¼ day and Webinar | ▪ Potential Applicants | | |
| Identifying & implementing with fidelity a comprehensive literacy instruction program supported by moderate or strong evidence | Applications | 1 | NDDPI | Regional ¼ day and Webinar | ▪ Potential Applicants | | |
| Assessments, Reporting, & Evaluation of the NDSRCL | Applications | 1 | NDDPI | Regional ¼ day and Webinar | ▪ Potential Applicants | | |

Subgrantee PD topics indicated below are based on evidenced based literacy interventions found beneficial for teachers working with Disadvantaged Children (Bredekamp & Copple, 1997; Friedman-Krauss, Barnett, & Nores, 2016; Lentini, Vaughn, & Fox, 2004; Shonkoff & Phillips, 2000; Duke, & Pearson, 2002; Dunst, Simkus & Hamby, 2012; Kaplan, & Mead, 2017; Bailet, Repper, Murphy, Piasta, & Zettler-Greeley, 2013; Drummond, Holod, Perrot, Wang, Munoz-Miller, & Turner, 2016; Martinez-Beck & Zaslow, 2006; Cook & Coley, 2017; Morningstar & Benitez, 2013, Ostrosky, Jung, & Hemmeter, 2002; Baker, Vernon-Feagans, & the Family Life Project Investigators, 2015; Steward & Goff, 2004;), Supporting Disadvantaged Children (Heckman 2006; Neumann & Celano, 2006; Raudenbush, 2006).

| Title | Goal Area | Year | Provider | Type of Training | Audience | Cost Breakdown | Total Cost |
|---|---|---|---|---|---|---|---|
| Subgrantees | | | | | | | |
| Requirements, Assessments, Reporting, & Evaluation of the NDSRCL | | 1 | PD Contractor | 1/2-day training | ▪ Administration<br>▪ Leadership Team<br>▪ Lead Teachers<br>▪ Coaches | 2 locations $2,500 per session + travel $2,000 = $7,000 | $7,000 |
| Implementing the Updated ND Literacy Standards | 4 | 1 | PD Contractor | 1/2-day training | ▪ Administration<br>▪ Leadership Team<br>▪ Lead Teachers<br>▪ Coaches | 2 locations $2,500 per session + travel $2,000 = $7,000 | $7,000 |
| Assessment & Data Informed Decision Making in Literacy Instruction | 5 | 1 | PD Contractor | 2-day training | ▪ Administration<br>▪ Leadership Team<br>▪ Lead Teachers<br>▪ Coaches | 4 locations $2,500 per site + travel $2,000 = $12,000 | $12,000 |
| Implementation meetings | 7.b. | 1 | PD Contractor | | ▪ Subgrantee Implementation Teams | $1,500 x 27 = $40,500 | $40,500 |
| Literacy Coaching Based on LEA/ECP Needs Assessment and Literacy Plan | 6.c.-e. | 1 | PD Contractor | 4-7 times per year depending on applicants' size | ▪ Literacy Teachers | | $48,500 |
| Continuous Performance Improvement | 5, 6. b. | 1 | PD Contractor | 1-day training | ▪ Subgrantee Implementation Teams | 4 locations $2,500 per site + travel $2,000 = $12,000 | $12,000 |
| Transitions and Literacy | 2 | 2 | PD Contractor | 1/2-day training | ▪ Administration<br>▪ Leadership Team<br>▪ Lead Teachers<br>▪ Coaches | 2 locations $2,500 per session + travel $2,000 = $7,000 | $7,000 |

| Title | Goal Area | Year | Provider | Type of Training | Audience | Cost Breakdown | Total Cost |
|---|---|---|---|---|---|---|---|
| **Implementing Literacy Strategies throughout the Continuum** | | | | | | | |
| ▪ Children Birth to Age 3 | 2 | 2 | PD Contractor | 1-day training | ▪ Appropriate teachers for each age group ▪ Coaches | 2 locations $2,500 per session + travel $2,000 = $7,000 | $7,000 |
| ▪ Preschool age children | | 2 | PD Contractor | 1-day training | ▪ Appropriate teachers for each age group ▪ Coaches | 2 locations $2,500 per session + travel $2,000 = $7,000 | $7,000 |
| ▪ Kindergarten through age 5 | | 2 | PD Contractor | 1-day training | ▪ Appropriate teachers for each age group ▪ Coaches | 2 locations $2,500 per session + travel $2,000 = $7,000 | $7,000 |
| ▪ Middle through High School | | 2 | PD Contractor | 1-day training | ▪ Appropriate teachers for each age group ▪ Coaches | 2 locations $2,500 per session + travel $2,000 = $7,000 | $7,000 |
| Family Literacy and Parent Engagement | 2 | 2 | PD Contractor | 1-day training | ▪ Administration ▪ Leadership Team ▪ Lead Teachers ▪ Coaches | 2 locations $2,500 per session + travel $2,000 = $7,000 | $7,000 |
| Supporting Disadvantaged Children in Literacy Instruction | 1 | 3 | PD Contractor | 1-day training | ▪ Administration ▪ Leadership Team ▪ Lead Teachers ▪ Coaches | 2 locations $2,500 per session + travel $2,000 = $7,000 | $7,000 |
| Other topics based on subgrantee needs | TBD | 3 | PD Contractor | 1-day training | ▪ Administration ▪ Leadership Team ▪ Lead Teachers | 2 locations $2,500 per session + travel $2,000 = $7,000 | $7,000 |

| Title | Goal Area | Year | Provider | Type of Training | Audience | Cost Breakdown | Total Cost |
|-------|-----------|------|----------|------------------|----------|----------------|------------|
| | | | | | ▪ Coaches | | |
| Other topics based on subgrantee needs | TBD | 3 | PD Contractor | 1-day training | ▪ Administration<br>▪ Leadership Team<br>▪ Lead Teachers<br>▪ Coaches | 2 locations $2,500 per session + travel $2,000 = $7,000 | $7,000 |

## Appendix 16. NDSRCL Subgrantee Budget Requirements

NDSRCL Subgrantee Budget Requirements

| North Dakota Budget Narrative SRCL: Subgrantee Budget Requirements | | Year 1 | Year 2 | Year 3 |
|---|---|---|---|---|
| Subgrantee Budget | Each awarded subgrantee is required to create a three-year budget including the following required SRCL grant items. The required years are denoted by an "*". | | | |
| Subgrantee Allocations | The subgrantees will receive 30% of the grant funds the first year with another 5% added the 2nd and 3rd year for incentive awards. Each subgrantee will be awarded base on the number of disadvantaged students (ages birth-grade 12) being served. Disadvantaged students are those students living in poverty (free/reduced lunch), students with disabilities, and English learners. The allocation is determined by a per disadvantaged student allocation of $1065, which gives LEAs and ECPs large and small a reasonable grant award to implement effective practices, hire staff, conduct a needs assessment, and participate in professional development. In the 2nd and 3rd year the subgrantee budget allows for implementation incentives for LEAs/ESPs that have shown success in implementation and literacy growth. The incentives will be determined by the number of LEA/ECPs included and then their number of disadvantaged students. (ex. 7 subgrantees show success in implementation and literacy growth, of those subgrantees there are 2700 disadvantaged students so $976,000/2700 = $361 per student additional incentive will be awarded to those subgrantees.) Literacy growth will be calculated using the NDMAP and Teaching Strategies assessments. | | | |

| North Dakota Budget Narrative SRCL: Subgrantee Budget Requirements | | | Year 1 | Year 2 | Year 3 |
|---|---|---|---|---|---|
| Personnel and Fringe Benefits | | | | | |
| | Project A | The Subgrantee Project Director must be a 1.0 FTE to oversee NDSRCL activities and deliverables within their LEA/ECP for the NDSRCL project. Responsibilities include oversight of grant goals, implementation team, creation of the literacy plan and needs assessment, participation in professional development, establishing contracts and providers, working with the State technical assistance provider and evaluator, and compiling and submitting outcome data. | * | * | * |
| | Fiscal Grant Manager | The Fiscal Grant Manager will oversee the budget and allowablity of grant expenditures, submit financial reports to the State, and participate in fiscal monitoring. | * | * | * |
| | Implementation Team | Develop implementation team to advise the Project Director on implementation of SRCL Grant. Suggested members: school administration, reading professionals, EL teacher, Sped teacher, ECE teacher, counselor. | * | * | * |
| | Other Staff as Needed to Carry Out Grant Objectives | Suggested positions: Literacy Coach, Interventionist, Social Worker, Counselor, Reading Specialist | * | * | * |
| | Professional Development | Each Subgrantee must plan and budget annually for travel, stipends, and substitutes to attend required trainings according to the professional development chart in Appendix 15. | * | * | * |

| North Dakota Budget Narrative SRCL: Subgrantee Budget Requirements | | | Year 1 | Year 2 | Year 3 |
|---|---|---|---|---|---|
| **Travel** | | | | | |
| | Annual Conference | Subgrantees must plan and budget annually for attendance at the NDDPI Fall Educator's Conference, attending the SRCL Grant track. | * | * | * |
| | MTSS | The Subgrantee Project Director will coordinate with the ND Project Administratorr for State MTSS training according to the matrix in Appendix 15. The subgrantee will be responsible for all travel costs and stipends for all MTSS training events. | * | * | * |
| | Professional Development | Each Subgrantee must plan and budget annually for travel and stipends to attend required trainings according to the professional development chart in Appendix 15. | * | * | * |
| **Equipment** | | | | | |
| | | Equipment is defined as a purchase of over $750 and all computer equipment-all equipment must be identified and inventoried as purchased by SRCL funds | | | |
| **Supplies** | | | | | |
| | | There is no specific requirement to purchase supplies; if purchasing, it must be reasonable and applicable to the SRCL Grant. | | | |
| **Contractual** | | | | | |
| | Needs Assessment | There is no specific requirement to contract with a vendor to assist with the development of an LEA/ECP literacy needs assessment. | | | |
| | Coaching | There is no specific requirement to contract with a vendor to provide coaching for LEA/ECP teachers. | | | |
| | Assessments | The Subgrantee must contract with the required assessment vendor as described in the grant guidelines. | * | * | * |